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ABSTRACT

Research has indicated that teacher age, education, previous training and experience, morale, teaching style and attitudes are related to student achievement. Therefore, this study developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. A set of thirty language comprehension items was also included in the questionnaire as an index of teachers' language ability. Teachers' responses to these items are described, and the results of a scale analysis of a set of a priori scales delineated in an attempt to obtain reduced scores for future analysis are presented. Future reports will attempt to relate these teacher variables to observed teaching style and classroom behaviors and to child cognitive, affective, and social measures. (Author/RC)

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DISADVANTAGED CHILDREN

AND THEIR FIRST SCHOOL EXPERIENCES

ETS-Head Start Longitudinal Study

Preschool Teachers of Disadvantaged Children: Characteristics and Attitudes

Judith A. Meissner
Spencer S. Swinton
Virginia C. Shipman
Pamela A. Webb
Susan A. Simosko

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October 1973

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PRINCETON, NEW JERSEY

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October 1973

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October 1973

Chapter 1

Introduction

Many elementary-grade and high school studies have shown that certain teacher variables affect students' classroom behavior and academic achievement; however, there is much less evidence regarding the effects of characteristics and attitudes of preschool teachers in their classrooms. Most of the questionnaires administered to teachers in preschool (including Head Start) programs have been designed to elicit descriptive data. Studies attempting to relate teacher attitudes or background characteristics to child outcome variables, such as performance on readiness or aptitude measures, are relatively rare in the preschool literature.

Research on older pupils has indicated that teacher age, education, previous training and experience, morale, teaching style and attitudes are related to student achievement. Therefore, the ETS-Head Start Longitudinal Study of Disadvantaged Children developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-group and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. A set of thirty language comprehension items was also included in the questionnaire as an index of teachers' language ability. This report describes the teachers' responses to these questionnaire items and the results of a scale analysis of a set of a priori scales delineated in an attempt to obtain reduced scores for future analyses. Future reports

will attempt to relate these teacher variables to observed teaching styles and classroom behaviors and to child cognitive, affective and social measures.

Age, Teaching Experience and Education

In previous work, teacher age, experience and amount of schooling have provided largely descriptive information on preschool teachers, though some questionnaires have related these variables to classroom goals and student gains. The information available is focused more on amount than on type of experience and training. With the rapidity of change in the early childhood field, particularly with respect to the emergence of explicit cognitive goals on a par with more traditional goals of socialization to peers and the school situation, teacher age, type of experience, and recency of training may have become increasingly important. Cohort differences among teachers seem to be widening.

Several studies have found the median age of Head Start teachers sampled to be approximately 35 years. In studying 1532 teachers in the 1968-69 Head Start evaluation sample, Systems Development Corporation (SDC) (Coulson, 1972) found that 76.7% were between 22 and 45 years of age, with a median age of approximately 36 years. Of the 97 teachers in the 1968-69 Head Start evaluation sample examined by Research Triangle Institute (RTI) (Dunteman, 1972), the range in age was from 21 to 46 years, with a median age of slightly over 34 years. In an earlier Head Start study, Hess (1966) identified teacher characteristics at two urban Head Start centers and found the average age at one to be 27 years with an average of 3.5 years of teaching experience and to be 36 years with 9.5 years of teaching experience at the other.

Sixty-one percent of both the SDC and the RTI teacher sample had a bachelor's degree or better, whereas Stanford Research Institute (SRI) in

1969-70 (SRI, 1971) found only 46% of the teachers in the sponsored Planned Variation programs and 33% of those in the nonsponsored programs had a bachelor's degree or better.

Previous experience with low-income preschoolers was quite rare in both the SDC and RTI samples; only 20% of the SDC teachers and 25% of those from the RTI evaluation reported six months or more prior paid experience with low-income children. Of the teachers sampled by SRI, 53% reported one or more years previous experience with disadvantaged preschool children. Based upon the SDC national sample almost half (47.6%) the teachers had training for Head Start programs. Of those, 16.8% had two or more months of special preparation, 11% had between four and eight weeks of special training, while the remaining 19.8% had less than four weeks of seminars and workshops dealing with the education of low-income children. A year later with the implementation of Planned Variation, in-service training had increased markedly. The SRI evaluation revealed that 88% of the teachers in the unsponsored programs had in-service training and 96% of them found the training effective. Among the teachers in the sponsored programs, 89% had in-service training and 85% of them reported it to be effective.

Teacher age, experience and education have all been found to be related to teaching style or to children's cognitive test scores in the preschool years. In studying teacher characteristics at two urban Head Start centers, Hess (1966) found that the older and more experienced teachers perceived the development of children's social and emotional skills to be the goals of Head Start and worked toward these goals, whereas the younger, less-experienced teachers stressed pre-academic and readiness skills. The Research Triangle Institute's data (Dunteman, 1972) indicated that there was a

significant positive relationship between teacher age and student gain scores on the Stanford-Binet, Preschool Inventory and Animal House subtest of the Wechsler Preschool and Primary Scales of Intelligence, and some reports suggest that the extent of teacher education and experience is positively associated with children's gains on linguistic and other measures (Ryans, 1960; SRI, 1971). Seefeldt (1971), in a study of 31 Florida Head Start teachers, found that scores on the Caldwell Preschool Inventory were significantly related to teachers' years of education, years of teaching experience, amount of in-service training, age, and number of teachers' own children, this last relation being negative, even when children's sex, age and pretest score were controlled by covariance analysis. Seefeldt concluded that this finding suggested that "teachers of Head Start children, in order to be effective in fostering their achievement, should possess certain qualifications of formal education, training and experience [p. 31]." The fact that number of teachers' offspring related to outcome suggests that an SES confounding may have been operating here, and in the other variables as well, implying that the evidence is not strong enough to overwhelm advocates of performance-based teacher certification. Bissell (1973) argued that the SRI Planned Variation and Follow-Through results were questionable because the child, rather than the classroom, was the unit of analysis, but attempted to identify "non-artifactual" patterns. Among these she noted essentially no relationship between years of education and success in implementation for Planned Variation teachers in the SRI study, contrasted with a positive relationship between teachers' background and rating of performance in unsponsored programs. She suggested that the technical assistance provided by sponsors may have provided the teachers with "know-how" ordinarily gained

only through academic training and experience [p. 77], but stated that because of problems in data analysis, results on teacher experience and attitudes in this and the SRI Follow-Through study were "difficult to interpret [p. 102]."

Teacher Styles

As found by Beller (1967) in factor analyzing a series of teaching style scales, two major dimensions of teacher style are the teacher's social/interpersonal behavior and academic/curriculum-oriented behavior toward students. A predictive validity test made by Beller showed that some of the curriculum-oriented items might be useful in measuring pupil performance on cognitive learning tasks.

Both teacher warmth and academic orientation have been found to be important factors in Head Start children's verbal IQ increases throughout the school year, and teacher cognitive style has been related to Head Start children's self-esteem and social perception of others. Eisenberg (1966), studying the effect of teacher behavior on the Peabody Picture Vocabulary Test IQ scores of 379 Head Start children, found that teachers who highly valued intellectual activity and who were rated high on warmth and communication skills had pupils whose verbal IQ increased significantly more over the Head Start year than did teachers who were not so rated. Lamb, Ziller and Maloney (1965) classified Head Start teachers' cognitive style as either abstract or concrete and studied their pupils' self-esteem and self-other relationships, using the Self-Social Symbols Task. Children of teachers having abstract and complex cognitive styles gained in self-esteem and perceived themselves as more similar to others than did children of concrete teachers. Prather (1967) also classified kindergarten and first-grade

teachers as having abstract or concrete belief systems on the basis of Lamb's Essay Problem Test, and found that students of the more abstract teachers were significantly more involved in classroom activities, higher on achievement, and less concrete in their responses than students of the more concrete teachers. As was pointed out by Grotberg (1969), however, only about 8% of the total sample of these teachers were categorized as abstract by these tests. Even so, it was this small number of teachers who elicited greater involvement and achievement from their pupils.

Emmerich (1973) studied responses from 35 preschool teachers in the present study sample to the Enhancement of Learning Inventory (ELI), an instrument which asked the teacher to rate each child in her class as to the efficacy of each of 15 teaching techniques. The main intent of the ELI report was to study teachers' beliefs about the teaching role, using three scores from the ELI instrument: teacher differentiation of successful teaching techniques, individuation of general learning capacities, and individuation in using different teaching patterns for different pupils. In a subsidiary analysis, 13 of the teachers were placed in four subgroups. Two groups, A and C, contrasted encouraging the child's autonomy to choose learning tasks and express his feelings with closer control and contingent reinforcement of learning. The other two groups, B and D, contrasted a more laissez-faire approach with negative sanctions when behavior got "out-of-hand," to one of preparing the environment and reinforcing learning in planned situations. The A and C teachers seemed to be responding to characteristics possessed by the pupils prior to school entry, while the B and D teachers appeared to have differential effects on pupils' cognitive growth during the school year, with the D group's pupils experiencing greater growth.

Teacher Morale

Although there have been no studies of preschool or Head Start teachers' morale, a study recently conducted by Rempel and Bentley (1970) using 3,075 secondary school teachers found morale to be a function of rapport and feelings toward principal and supervisor, relationship with other teachers, salary, teaching load, curriculum issues, school facilities and services, community pressures and community support. A factor analytic study of a 176-item self-report questionnaire given to 258 elementary and high school teachers (Coughlan, 1970) resulted in essentially these same factors, as well as a "professional autonomy" factor containing items such as, "Most of the time it is safe to say what you think in this school [p. 230]."

Greenwood and Soar (1973) administered the Purdue Teacher Opinionnaire, a 100-item teacher morale instrument, to 39 female K-2 teachers in Follow-Through programs and correlated these scores with classroom observations of student and teacher verbal behavior. Teacher morale was found to be negatively related to the percentage of teacher talk and positively related to percentage of pupil-to-pupil talk and to greater teacher acceptance of pupils.

Although neither the SDC nor the RTI evaluations contained measures of Head Start teacher morale, SRI's longitudinal evaluation of the national Follow-Through program (Stanford Research Institute, 1971) found that, among the kindergarten Follow-Through teachers, those who perceived teaching in a Follow-Through program very positively were those whose pupils showed greatest gains in Wide Range Achievement Test scores at the end of the school year. There was also a significant relationship between reported satisfaction with pupil progress and pupil mean gain and final achievement among Follow-Through teachers.

Sex and Race

Although sex of teacher has been shown to be associated with differences in adult-child interactions in elementary school classrooms (Beilin, 1959; Coleman, 1966), most teachers in primary grade classes and virtually all pre-kindergarten and Head Start teachers are female. (Ninety-five and 97 percent, respectively, of the teachers in the Systems Development Corporation and the Research Triangle Institute's 1968-69 national Head Start evaluation samples were female; all of the preschool teachers in the present sample were also female.) This makes it impossible to determine empirically the effects of teachers' sex in preschools. The growing literature discussing probable effects of this "feminization" has been summarized recently by Lee (1973).

Race of teacher has been found to be an important elementary school classroom influence in some studies (Coleman, 1966), but not in others (Yando, Zigler & Gates, 1971). Since data on teacher's race was not elicited in the present questionnaire, no review or discussion of this area is warranted here.

Dimensions of Teacher Attitudes

Although no studies of the scaling of preschool teachers' attitudes have been found, several studies using teachers of older students have resulted in some of the following teacher attitude dimensions: traditional versus child-centered orientation toward education, affectivity or warmth, authoritarianism, attitudes toward supervisor (or other administrators), and attitudes toward students. Some of these studies have developed scales in an a priori fashion, while others have used factor analyses to determine dimensions empirically. The studies have also varied in the breadth of the domain sampled and in the degree of relation to behavior examined.

Ryans' (1960) study resulted in three rating scales of elementary teachers' classroom behavior, and six scales of teacher characteristics as reported on paper and pencil instruments. Some of the items that most strongly distinguished teachers high on Ryans' combined observational patterns, warm, systematic and stimulating, were the beliefs that pupils can behave themselves without constant supervision, that most pupils are considerate, and that parents' visits to the school or classroom were generally not made to criticize the teacher or the school. Significantly more of these teachers had taught more than one year in their present school district, had more than one year of experience in elementary teaching, and were between 35 and 49 years of age.

Much previous research on dimensions of teacher attitudes has focused on the Minnesota Teacher Attitude Inventory (MTAI) (Cook, Leeds & Callis, 1951), a questionnaire containing items on teachers' opinions about teacher-pupil relationships. This research tends to be based on "captive" samples of pre-service elementary teachers. Few serving teachers and fewer serving preschool teachers seem to care voluntarily to have their attitudes probed. Given these sample limitations and an instrument that was designed to focus on a single dimension of teacher attitudes, the literature does offer some clues to aspects of teachers' attitudes.

Although the instrument was designed to focus on authoritarianism as defined by Adorno, Frenkel-Brunswick, Levison and Sanford (1950), it has been found both by Horn and Morrison (1965) and Walburg (1968) not to be unidimensional. Horn and Morrison identified the following clusters in the instrument: (1) Social desirability response set, (2) Favorable opinions about children, (3) Punitive intolerance of child misbehavior, (4) Aloof vs. involved (sensitive, empathic) attitude toward children, and (5) Laissez-

faire vs. controlling attitude (beyond the general "democratic" set of factor 1).

The general tone of the instrument is so negative toward children, however, that many early childhood personnel would rebel at even being asked to respond to certain of the items, e.g., "The child who misbehaves should be made to feel guilty and ashamed of himself," "More old-fashion whippings are needed today," or "Imaginative tales demand the same punishment as lying." While it has been successfully administered to high school teachers (Walburg, 1968) and to large numbers of students in education courses (reviewed in Getzels & Jackson, 1963), the MTAI is not an appropriate instrument for teachers in early education programs.

White (1969) compared 27 first and second grade Mississippi black teachers with 35 non-professional Head Start workers on three attitude measures. Eighty-one percent of the elementary teachers perceived Head Start pupils as superior to non-Head Start children from similar backgrounds. Elementary teachers were significantly less authoritarian and possessed more informed mental health concepts than did the Head Start workers. On the other hand, Head Start workers had "more sophisticated" attitudes toward management of child behavior and were more oriented toward direct efforts to help children than were the primary grade teachers. White concluded that while these results argued that non-professional workers can be and are effective with disadvantaged children, training and supervision are crucial in their development.

Wehling and Charters (1969), in perhaps the best available study of teacher attitudes, used a large pool of items, including some from the Minnesota Teacher Attitude Inventory, and regularly observed the following

factors in eight separate groups of secondary teachers, apprentice teachers, and "heterogeneous school personnel":

1. Subject-Matter Emphasis: belief that subject-matter content of a course has educational value in and of itself.

2. Personal Adjustment Ideology: belief that instructional process should be organized around student interests and needs for social and emotional development.

3. Student Autonomy vs. Teacher Direction: belief that appropriate locus of control over classroom learning process lies with the teacher or the students.

4. Emotional Disengagement: belief that a certain social distance should be maintained between teacher and students.

5. Consideration of Student Viewpoint: acceptance of empathy as an instructional strategy.

6. Classroom Order: need for a degree of order and decorum in the class.

7. Student Challenge: belief that to induce learning a teacher must require students to "stretch" themselves intellectually.

8. Integrative Learning: belief that students learn best by seeing relationships between the subject and broader aspects of their world.

Willower (1967) employed a scale of items designed to determine pupil control ideology, ranging from "custodialism or rigid traditionalism to humanism or learning through interaction and experience [Abstract]." Four hundred eighty-six (486) elementary school teachers, 84 elementary school principals and similar-sized groups of secondary personnel took the questionnaire and a measure of dogmatism. Findings were as follows: (1) elementary teachers were more custodial than elementary principals, (2) elementary personnel were less custodial than their secondary counterparts, (3) teachers with more than five years of classroom experience were more custodial than were less experienced teachers, and (4) custodial pupil control ideology related significantly to dogmatism. While certain of Willower's

items were adapted from the MTAI, the overall tone of this instrument is far less negative and more appropriate for administration to preschool teachers, and became the basis for some items on the ETS questionnaire.

The ETS Teacher Questionnaire was designed in an attempt to profit from this previous research. The questionnaire contained demographic questions comparable to those reported in Head Start teacher research efforts (SDC, RTI) and teacher attitude items adapted from Willower (1967). Other items were designed to tap attitudes toward children, parents, supervisors and learning in an attempt to cover a wider spectrum than those instruments previously used. In addition, items were incorporated to tap the "organizational climate," defined as the "press" for intellectuality, authority, affectivity, and morality on the part of teachers, supervisors and parents. These items were largely adapted from instruments that had been used previously in research in other educational settings (Gross & Harriott, 1965; McDill, Meyers & Rigsby, 1967; Pace & Stern, 1958). Recent investigations (Johannesson, 1973) suggest that the dimensionality of self-reports of organizational climate is less than the twelve a priori cells of this theoretical matrix, and that such items are heavily influenced by relatively few factors of job satisfaction. Six items of the questionnaire currently under study were specifically designed to investigate morale, and, as will be seen in the body of the report, did relate to many more specific organizational climate items. The original goal of developing a "climate profile" (Feldmesser, 1970, unpublished memo), however, would have required more independence among responses than was actually obtained.

Information on relative importance of goals for children, and on time allocated to various activities in a typical day was also elicited. Finally, a short vocabulary test was appended, but since the questionnaire

was filled out by teachers at home, validity of this last section is doubtful. A copy of the complete questionnaire is included in Appendix A.

The rationale for the emphases in this questionnaire was best stated by Ball (1968):

> "An examination of teacher education programs suggests that we value both general knowledge and specific subject area and foundational knowledge in our teachers (Trow, 1960). Her skills include cognitive skills (e.g., problem-solving, reasoning, conceptualizing), social skills (e.g., getting along with others, flexibility in role playing, leadership qualities), and psychomotor skills (e.g., grace of movement, writing ability, ability to put objects together). Her values and attitudes are in general as wide-ranging as any other adult person in her society, but especially important are her attitudes towards children and her profession and her values in the area of education and its major goals and functions. Second, the teacher, as well as being a person in her own right with her own set of knowledge, skills, values, and attitudes, can be thought of in terms of how she plays the various roles our society calls on her as a teacher to perform. Being able to play the role is a partial indicator of her ability to define it accurately in terms of the society's conceptualization of it (Waller, 1932). ...It is no coincidence that the most intensive sampling occurs in the area of values concerning education and its purposes; attitudes toward children, race, etc. The reason is that at the present time considerable stress is being placed on this area by authorities on effective teaching of disadvantaged children [H-2,3]."

The following chapters of this report provide a description of the sample and data collection and analysis procedures of the questionnaire responses, a description of the eight scales into which the items were grouped, and a brief summary and conclusions. Since it was felt that complete descriptive data on each of the questionnaire items might be useful to some, but not all, readers, these data are included as Appendix B. Lee County, Alabama, the fourth and rural site of the study, did not have Head Start until Year 3, the kindergarten year for study children. Given this confounding of site and school level, these Alabama data were described and scaled separately from the Year 2 teacher data. For comparative purposes, the coefficient alpha internal consistencies of the scales formed from these

teachers' responses are included in the body of the report. The descriptive questionnaire data from the Alabama teachers are included as Appendix C.

Chapter 2

Method

As indicated previously, teacher questionnaires were obtained from 45 teachers in Year 2: 36 were in Head Start and nine were in other preschool programs. The Year 2 sample was from the three urban sites of the study only. Since the fourth site, Lee County, Alabama, had Head Start only as a kindergarten-level program, the instrument was administered to these teachers in Year 3.

Table 1 presents the number of Head Start and non-Head Start teachers who filled out questionnaires in each site in Year 2. As can be seen, Portland contributed twice as many teachers to both the Head Start sample and the total sample as did either St. Louis or Trenton.

Table 1

Number of Teachers From Whom Year 2 Teacher Questionnaires Were Obtained, Classified by Preschool and Site

Site	Head Start Teachers	Non-Head Start Teachers	Total
Trenton, New Jersey	8	3	11
Portland, Oregon	19	4	23
St. Louis, Missouri	9	2	11
Total	36	9	45

There was considerable variety in types of sponsoring agencies for both Head Start and non-Head Start preschool programs. The Trenton Head Start teachers were all employed by the local Board of Education, as were 16 of

the 19 Portland Head Start teachers. The other three Portland Head Start teachers were from a program sponsored by a local community action group. Of the nine St. Louis Head Start teachers, four were employed by a parochial (Roman Catholic) school system, and five by local community agencies. Of the preschool teachers not in Head Start programs, all four Portland teachers were employed by a religious organization (but were not within a religious school system), as were two of the three teachers from Trenton. The other Trenton teacher taught in a preschool operated by a private non-profit organization, and the two in St. Louis were in a community action program.

Table 2 contains the number of children from each of the three urban sites who were tested in both Years 1 and 2, categorized according to sex, race and preschool attendance. This table shows that, for those subjects attending a preschool program, Portland children, like Portland teachers, comprise half the sample, that the total sample is predominantly black, and that there are slightly more boys than girls. Slight site differences in sex and race composition of subjects are also apparent. Presenting sample characteristics by Head Start eligibility according to the 1969 OEO poverty guidelines and by race (see Table 3), certain naturally occurring confoundings become even clearer. If eligibility is interpreted as a rough SES index, very poor whites are underrepresented in the sample, while blacks are almost equally split between the eligible and the ineligible categories. While about two-thirds of eligible children attended Head Start, 129 ineligible children also attended.

The disproportionate site breakdowns of teachers and children, the variety in types of sponsoring agencies, the small number of non-Head Start

Table 2

Head Start Longitudinal Sample, Classified By Sex, Race and Preschool Attendance, by Site and Total Group

Total Sample

	Boys		Girls		
	White	Black	White	Black	Total
Head Start	32	179	25	151	387
Other Preschool	20	44	17	36	117
No Known Attendance	47	112	64	93	316
Total	99	335	106	280	820

Portland

	Boys		Girls		
	White	Black	White	Black	Total
Head Start	14	90	17	71	192
Other PS	16	19	14	16	65
No Known	28	52	45	30	155
Total	58	161	76	117	412

St. Louis

	Boys		Girls		
	White	Black	White	Black	Total
Head Start	14	37	7	29	87
Other PS	0	3	1	2	6
No Known	1	13	5	22	41
Total	15	53	13	53	134

Trenton

	Boys		Girls		
	White	Black	White	Black	Total
Head Start	4	52	1	51	108
Other PS	4	22	2	18	46
No Known	18	47	14	41	120
Total	26	121	17	110	274

Table 3

Head Start Longitudinal Sample, Classified by Head Start Eligibility and Race

	White	% of All Whites	Black	% of All Blacks
Ineligible	136	66.34	244	39.67
Eligible	42	20.49	267	43.42
Indeterminate	27	13.17	104	16.91
Total	205	100.00	615	100.00

teachers, and the relatively small total teacher sample size preclude generalization to other Head Start and non-Head Start preschool teachers. Thus, the data included in this report are intended to be considered as characteristic of the sample of Longitudinal Study teachers only.

Data Collection, Processing and Analysis

In June 1970, each teacher in a Head Start or other preschool program in the three urban study sites whose class contained 50% or more Longitudinal Study children was given a copy of the Teacher Questionnaire to complete at home, following instruction in its use by the local technical director. Two hundred thirty-eight K-3 teachers from schools study children would later be attending also responded to the questionnaire at this time. Individual responses of these elementary teachers are not described in this report, but scales based on the responses of the preschool teachers were applied to this larger sample to test generalizability. The results of these tests are presented in Project Memorandum 73-1 (Swinton & Shipman, 1973) which provides a detailed description of the scale derivation. Thirteen kindergarten Head

Start teachers from Lee County, Alabama, also responded to the questionnaire in the following year (spring 1971).

Scoring and coding of the questionnaires were done at the Princeton office, using two experienced coders working independently. Coding categories for the open-ended questions are described in Appendix D. A senior staff member spot-checked the coding prior to keypunching. Frequency distributions for each item response code were obtained for the total sample (N=45), and separately by site and for Head Start (N=36) vs. non-Head Start (N=9) teachers.

Following standardization of all scores, item intercorrelations were obtained for the total sample. After deleting items with essentially no variance or reduced N's, an attempt was made to delineate a set of scales representing the major facets of variance in the questionnaire in order to obtain reduced scores for subsequent analyses. Eight relatively independent scales emerged from this analysis. These scales are described in Chapter 4 of this report.

Items With Low Variance or Skewed Distributions

In addition to the small sample size, a principal reason that factor analysis was not the procedure of choice for summarizing the responses to this questionnaire was the existence of certain items with idiosyncratic distributions.

Per cent of time allocated to various activities included several teachers who allocated 100% to each of several areas, thus over-influencing correlations to these items with these respondent's particular patterns of response. Only a few teachers listed "responsibility" as a desirable pupil trait, "shyness" or "self-centered" as an undesirable pupil trait, or "good citizenship" as a goal for pupils. "Self-confidence" was listed as a desirable teacher trait by only three teachers. In specifying "help desired,"

only two teachers listed more interaction with other teachers, and only three specified more interaction with parents or more professional staff. These items were in a free-response format. In later versions of the questionnaire these items were rephrased as multiple-choice questions, based on these responses, thus improving the distributions. The career influence section of the questionnaire was also in a unique format; this apparently led groups of them to appear as correlates of several of the scales. Factor analysis resulted in a component of variance attributable to the effects of this method. Thus, a reformatting of items 13-24 to make them more similar to the work attitude items would most likely increase the reliability of several of the scales. A suggested revision of these items is:

	SA	A	U	D	SD
13. Salary available was an extremely important influence on my decision to enter teaching.					
14. Salary available is an extremely important influence in my continueing teaching.					

Certain items varied significantly with site in meaningful ways but some, such as "discipline," a goal mentioned only in Portland, and "physical-motor skills" and "emotional development," not mentioned by the St. Louis teachers, may reflect site variations in the vocabulary of the trainers and supervisors as much as real differences in goals. Duration of experience with the disadvantaged was responded to by a minority of the teachers, but only two, both in Portland, claimed more than five years. Thus, their responses are given disproportionate weight in correlations with this variable. Finally, length of day is confounded both with site and Head Start vs. non-Head Start differences. Only two Head Start teachers, both from Portland, reported more than a 4 1/2-hour daily schedule, while only three non-Head

Start teachers reported less than a 7-hour day. Length of day might be expected to relate to a cluster of attitudes and goals usually related to day care, rather than to traditional preschool programs.

In reviewing the results reported in the following pages, the reader is cautioned to keep in mind the limitations inherent in self-report items, including the fact that some of the teachers, despite assurances to the contrary, felt the questionnaires might be seen by their principal and for that reason might have been less than honest in some of their answers. The questions on classroom goals, teacher and child personality traits, and help desired in the classroom were all open-ended questions, and thus are very likely contaminated by teachers' verbal fluency. The revised Teacher Questionnaire used in subsequent study years has alleviated this problem by making these questions closed-ended.

With all these cautions in mind, however, it is felt that these data do provide a description of some background characteristics and attitudes of the preschool teachers of classes that many urban Longitudinal Study children attended in Year 2 of the study and Alabama children attended in Year 3.

Chapter 3

Summary of the Descriptive Responses of the 45 Urban Preschool Teachers

Although the preschool teachers' responses to the questionnaire are presented in detail in Appendix B of this report, a summary of these responses is presented in the following pages, plus some examples to provide a sample of the teachers' attitudes in their own words.

All teachers in the study were female, and the majority had sixteen or more years of schooling. Age ranged from 21 to 65 years, with a median of 35.8 years. Two-thirds of the teachers had other teaching experience. A variety of previous teaching experiences were listed by these teachers, the most common being preschool, kindergarten and early primary teaching. Many had also taught in one or more non-school settings, the most frequently-listed being Sunday School. Only slightly more than one-third, however, reported previous experience with low-income or disadvantaged children.

A wide variety of classroom goals were listed by the teachers, the most frequently-mentioned being the development of physical-motor skills, academic skills, positive self-concept and self-esteem, and social development. An articulate Portland Head Start teacher stated her goals as follows: "To foster in each child a sense of worth and confidence in himself; to foster positive mental health-respect for self and others; ability to use his own capacity productively; to provide a variety of experiences which contribute to the child's social, emotional, physical and intellectual development; to help each child develop some specific language and cognitive skills so that he can be successful in his school experiences."

The most commonly-listed type of help desired was that of more supervision or training about how or what to teach. For one Portland Head Start teacher,

"Supportive supervision and more opportunity for teachers to openly exchange ideas, criticism and suggestions" were very important; another Portland teacher suggested the need for "a psychologist as a source person, and a curriculum advisor."

In answer to the question of the most desirable personality traits in a teacher, one Portland Head Start teacher replied: "Capacity for relating to children in a warm, outgoing way; understanding of basic principles of child development and their application to educational programs; flexibility, willingness and eagerness to learn, and an honest liking for people." A St. Louis non-Head Start teacher felt that "being able to accept all children warmly and respond to their needs" was important, and a Portland Head Start teacher responded by listing, "patience, love for children, understanding of age-level accomplishments, a desire to learn from the child, not 'talking down' to a child, and being enthusiastic about life and learning."

Most often-mentioned desirable student traits were interest in learning and getting along with others. In the words of one teacher, the "ability to relate at their level to children and adults, flexibility, curiosity, and a desire for new experiences" were of importance. Relatively few undesirable pupil traits were listed, destructive and aggressive behavior being most frequently mentioned. In the words of one St. Louis teacher, "At this age children tattle, want to be first in everything. Some are a little too bossy and some a little too shy. However, if they have no serious psychological problems to try to overcome I don't find any too undesirable." On the other hand, some teachers were more definite about undesirable personality traits in their pupils: "The attitude of 'turning off' adults--being impervious to what is going on or that it pertains to them unless they are physically

pressured to 'turn on' and respond. Many reflect a truly asocial attitude and show no respect for persons or property including their own."

Teachers expressed more concern with their pupils' affective and social development than with their intellectual development. Almost all teachers agreed with the items, "I am at least as concerned with how hard a child is trying as I am with how much he is accomplishing," and "I am at least as concerned with having children learn to get along with each other as I am with having them learn letters or numbers." Most teachers were not overly concerned with keeping control in the classroom, strongly disagreeing with the statement that "A teacher destroys her authority if she tries to be too friendly with her pupils."

In accordance with Head Start goals, the importance of interacting with and informing parents was stressed, most teachers strongly disagreeing with the statement, "Discussing their children's work [with parents] is a waste of time," and most indicating that they "talk to every parent about what his child is doing in my class once or twice a year, whether the child is doing well or poorly."

Slightly less than one-third of all teachers admitted using physical punishment with their pupils. Several teachers who admitted spanking or striking a child added a qualifying explanation; one added that she had used this method of punishment only "one time in my four years here." Almost all teachers reported directly praising a child when they were pleased with his behavior. One Trenton Head Start teacher replied, "Praise him verbally or hug him, pat his head, smile at him across the room--depending on the situation. Occasionally, if behavior is particularly noteworthy, I send a note home." A St. Louis Head Start teacher wrote: "I tell him 'Peter, I

like the way you behaved today. You behaved beautifully'." Although obtained in the following year from a Lee County, Alabama, kindergarten Head Start teacher, one response to this item (33) cannot be passed over, "Boy! If I am pleased I will hug and kiss and squeeze the children when possible. I always offer some reinforcement."

Half-day sessions were most frequent in the Head Start centers, but a seven to nine-hour day was listed by most non-Head Start teachers in this sample. Language, large motor activities, and classroom routines were reported by both groups to receive the most classroom emphasis, with number skills, science and social studies receiving relatively less class time.

Teacher morale was apparently quite high, since the majority of teachers agreed that their job was a very important one, enjoyed their present teaching position, and reported they would be teaching next year and would not want to leave their present teaching job, and felt that they had accomplished their goals for children satisfactorily. A typical response to this last item was, from a Trenton teacher, "I feel I have made substantial progress toward accomplishing my goals with most of my children. The progress has to be judged according to their individual levels as they entered in the fall--which varied tremendously." The majority of teachers were also positive about their supervisor's competence, administrative ability and affectivity.

Love of children, service to others, and intellectual aspects of teaching were most commonly checked as "extremely important" reasons for their entering and continuing in teaching, and the option "only job open" was least often checked as an important entering and continuing factor.

Most of the teachers had travelled widely in America, and most reported reading newspaper or magazine articles on political and educational topics

nearly every day. Slightly more than half belonged to one or more community organizations, with church-related groups listed most frequently. The majority felt themselves to be very or fairly well-informed on affairs within the community in which they were teaching. Half of the teachers belonged to one or more professional education organizations, and two-thirds reported attending at least one educational meeting during the year, with the majority of these having attended more than one. Professional education organizations and community action groups sponsored most of these meetings.

Major Site Differences Within the Head Start Sample*

Age

Portland had a greater percentage of younger teachers than did the other two sites. Nearly half the Portland teachers (47%) were between twenty-one and thirty years of age as contrasted to approximately one-third in Trenton (38%) and St. Louis (33%).

Schooling and Teaching Experience

The Portland teachers had a slightly higher median amount of schooling (15.8 years) than those from Trenton (15.5 years), and considerably more than those from St. Louis (13 years). These data probably reflect sponsor differences, since Board of Education delegate agencies usually require teacher certification. Portland also had a wider range of years of teacher experience than the other two sites, with five Portland teachers having one year of previous teaching and four teachers with eleven to twenty years; the range of teaching experience in Trenton was from one to five years and in St. Louis from two to ten years.

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* Number of Head Start teachers are Trenton, 8; Portland, 19; and St. Louis, 9. The total number of non-Head Start teachers was too small to permit a similar comparison.

Classroom Goals

More than 75% of both Portland and St. Louis teachers listed the fostering of academic skills as of importance to them, in contrast to only 37% of the Trenton teachers. Nearly half the Portland teachers (47%) listed classroom discipline as an important goal, but no teacher from the other sites did.

Schedule

A larger percentage of Portland teachers reported spending more time on language development and number skills (consistent with their emphasis on academic goals) than did the other two cities. More Trenton teachers spent more time on social studies and indeterminate work. A larger percentage of St. Louis teachers reported more time taken up with classroom routine, indeterminate work and gross motor activities.

Help Desired

More Portland and St. Louis teachers specified help desired, with both emphasizing the need for more supervision and training in what to teach. St. Louis teachers often listed smaller classes and more interaction with parents as desirable, although the analysis of the Preschool Center Inventory data (Lindstrom & Shipman, 1973) showed St. Louis Head Start center directors in this sample to report the greatest amount of parent involvement and participation in the classroom. Trenton teachers most often specified physical space and equipment needs, although the Preschool Center Inventory results showed St. Louis Head Start centers to be the least well-equipped of the three sites.

Work Attitudes

Teachers from all three sites were about equally positive regarding their enjoyment of their present job and its importance, and significant site

differences were found on only a minority of these work items. Portland teachers appeared the most confident concerning the accomplishing of their goals, more of them reporting feeling highly successful or rather successful than those from the other two sites.

A considerably greater percentage of Portland and Trenton teachers reported that a teacher should be concerned with a child's personal or family problems and felt that a child's "understanding" of his work was of great importance. More St. Louis teachers replied that they always joined their pupils in games and agreed that children should not "tattle" about a classmate to the teacher.

Career Influences

A larger percentage of the Portland teachers felt that entering and continuing salary, work hours and vacation benefits were extremely or very important influences. They also tended to reply more often that opportunity for service was an important factor, as did many of the St. Louis teachers.

Attitude Toward Supervisor

The Portland teachers as a group were considerably less positive about the administrative abilities and interpersonal characteristics of their supervisors than were teachers from the other two sites. A much larger percentage from Portland answered that their supervisor seldom: 1) obtained facts before making decisions, 2) based decisions on educational considerations, 3) was interested in the teacher's welfare or tried to put her at ease, 4) had good suggestions, and 5) took the teacher's side in cases of parent complaints. The only negative evaluation of the supervisor made more often by the St. Louis teachers was that of not having work well-organized. The Trenton teachers were uniformly the most positive group in their responses about supervisors.

Travel and Organizations

All the Portland teachers had travelled more than 1,000 miles from their home in the United States, whereas less than half the St. Louis and Trenton teachers had done so. The Portland and St. Louis teachers belonged to more organizations than did the Trenton teachers.

Summary of Site Differences

The Portland teachers had a higher median amount of schooling, a wider range of teacher experience, and were younger than those in the other two sites. As might be expected given their greater training and experience, they were also the most confident about accomplishing their classroom goals. Perhaps also as a reflection of their greater training and experience, they were the only group to emphasize the importance of salary, hours and vacation in entering and continuing in teaching, and were the most highly critical of their supervisors. They were also the most widely-traveled group of the three.

More Portland and St. Louis teachers seemed to be oriented toward academic skills, since they listed more academic goals and the need for more training in what to teach than did the Trenton teachers, while both Portland and Trenton teachers reported a greater concern with children's social and emotional problems.

Chapter 4

Derived Scales

In an attempt to group items into more reliable subtests that might predict teachers' behavior and effectiveness, the responses were subjected to provisional characterization as scales. For a detailed description of the scale development the reader is referred to Project Memorandum 73-1 (Swinton & Shipman, 1973).

Inspection of the questions themselves, and knowledge of their sources and previous use, led to a subjective assignment of items to eleven *a priori* scales. This was followed by investigation of inter-item and item-scale correlations, coefficient alpha estimates of internal consistency, and inter-scale correlations, leading to the dropping of certain items, reassignment of others and coalescence of some pairs of scales, finally resulting in eight relatively independent dimensions describing responses of these 45 teachers. As will be emphasized in the following pages, these descriptive scales were constructed with an eye to construct validity, rather than by mechanical comparison of correlations. Items that did not make psychological sense in a cluster were examined rather than rationalized, and if found wanting by virtue of sources of covariance extraneous to the intended meaning of the scale, they were dropped, while items that were essential to meaningful interpretability were retained in spite of lower item-scale correlations.

The development of scales on only 45 teachers is fraught with dangers of sampling idiosyncracies and inadvertent capitalization on error variance, because the respondents number less than one-third the number of questions and because of known confounding of site with certain variables. Nevertheless, the work resulted in a few scales of some robustness when tested against the

cross-sectional sample of 238 elementary teachers and the small sample of Lee County, Alabama, kindergarten Head Start teachers.

For ease of presentation, scales will be discussed in order of their apparent generalizability, as measured by the magnitude of the coefficient alpha among the Year 2 preschool teachers and in extension to the elementary teacher sample.

Scale I. Attitude Toward Supervisor

This scale contained items adapted from four of Gross and Harriott's (1965) scales, and several others written for the study. The following questionnaire items were contained in the Supervisor scale:*

Your Supervisor

* 89. is consistent in his/her policies.
* 90. gets the facts he/she needs before making important decisions.
91. puts off making important decisions too long (reversed).
92. doesn't have his/her work very well organized (reversed).
* 93. makes decisions that are based on educational considerations rather than on administrative convenience.
94. insists that teachers show due respect for his/her position (reversed).
* 95. puts you at ease when you talk to him/her.
* 96. shows a real interest in your welfare.
* 97. does his/her best to comply with your requests.
* 98. can be counted on to take your side when an individual parent complains about something you have done.
* 99. can be counted on to take your side when a community group complains about something you have done.
100. calls you by your first name.
101. expects you to follow his/her suggestions whether you like them or not (reversed).
102. expects you to follow certain rules regarding your personal appearance (reversed).
103. visits your classroom more than you would like him/her to (reversed).
*104. makes you feel that you can express yourself freely about educational matters, even when you disagree with him/her.
*105. gives you a significant part to play in determining the different policies that affect your work.
*106. generally has some pretty good suggestions to make.

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*Items retained in the final scale are preceded by an asterisk (*).

The initial analysis had specified two subscales based on Feldmesser's suggestions (1970), one being "Supervisor Managerial Skills" consisting of items 89-100 and 106, and the other being "Supervisor's Concern with Authority," made up of items 101-105. Since these subscales correlated -.68, they were combined, with the Authority items reversed.

Reliability of the final Supervisor scale items, as estimated by Cronbach's coefficient alpha, was .92. When this scale was applied to the 238 cross-sectional teachers, alpha remained high, equaling .88. Among the 13 Alabama Head Start kindergarten teachers, this reliability was .91.

It is of interest that those items that best related to the total scale were all positively worded, suggesting a strong element of acquiescent response set contributing to the rather impressive consistency. Teachers did not make fine distinctions, but approved of either most or very few of their supervisor's characteristics. Assessment of attitude toward supervisors might thus, despite the many specific scales in the literature, be fairly reliably assessed with very few questions directly asking for an overall judgmental rating.

A positive attitude toward one's supervisor might be expected to relate to higher morale and more conventional attitudes toward authority. This expectation was confirmed by correlations of Scale I with the Morale (.23) and Traditional Orientation (.27) scales in the later analysis.

Scale II. Experience and Interests

The Experience and Interests scale was also a combination of two *a priori* scales, one containing items of level of schooling and amount and variety of previous teaching experience, and the other attempting to measure breadth of interest and consisting of items relevant to amount of travel in the U.S. and

abroad, frequency of reading and discussing political issues, attendance at educational meetings, and membership in professional and other organizations. Since the intercorrelation of the two subscales was .45 (dropping to a still significant .38 when age was partialled out), and it was apparent that they were both measuring age-related experience and maturing of attitudes, they were combined. The following items comprised these scales (with items included in the final scale starred):

Experience

*	2	Number of years schooling
*	3	Number of years teaching classes of children this age
*	4	Number of years in present job
*	5A	Other teaching experience
*	5A 1-7	Sum of other teaching experiences
*	5B	Sum of other relevant teaching experience
	6	Previous experience working with disadvantaged or minority-group children
	12	Special training for working with disadvantaged children

Interests

	107	Residence in another state
*	108	U.S. distance travelled
*	109	Travel in foreign countries
*	110	Read political articles
*	111	Discuss political issues
*	113	Number of non-professional groups
*	114	Number of professional organizations
*	116	Informed about community
*	117	Read educational articles
	118-147	Verbal facilities total score
*	115	Number of educational meetings attended

The Experience and Breadth of Interests scale had an alpha coefficient of .77 within the sample of 45 preschool teachers, and .70 in the Alabama sample. Extending this scale to the larger sample of cross-sectional K-3 teachers resulted in an alpha of .65, which is remarkably high for a scale that had been developed in a small sample. Obviously, education and experience is not one, nor even two variables. A degree in child development, usually obtained from what was or still is a Home Economics department, involves exposure to quite different philosophies and experiences than does a degree from a school of education. Experience in a well-organized center with a coherent philosophy can change attitudes and methods in dealing with children in very different directions from experience in a program less conducive to staff development. More information about quality of experience and education, and descriptions of the in-service training programs in which these teachers actually participated, are necessary before policy conclusions can be made about the impact of age or experience on teacher's attitudes. When this information is obtained in future studies, the policy-relevant questions should be, "What kinds of experiences and training affect teachers' attitudes and practices, and how do these in turn affect the children in their care?" With a larger sample of teachers, it is hoped that the present instrument can be useful in exploring these differences.

Scale III. Favorable Attitude Toward Parents

This scale was the final case of combining two a priori scales that appeared to be tapping a single dimension. One subscale was originally intended to measure teachers' attitudes toward parents' affectivity and intellectuality, and included items 52, 54, 55, 72, 75, 77, and 85 (see listing below). The other, intending to tap teachers' negative attitude

toward parents' authority and morality teaching, was made up of items 56, 57, 61, 65, and 79. Since these two subscales were found to correlate at -.62, much higher than the reliability of either, they were combined.

Items of this Parent scale were:

* 52. A teacher ought not inquire into the personal or family problems a child may be having.

54. It makes me feel good when a parent sends me a token of appreciation for my work.

* 55. Good relations with parents may be important, but discussing their children's work with them is mostly a waste of time (reversed).

56. Most of the children here come in dressed about as well as their parents can afford (reversed).

* 57. I try the best I can to let parents know where their responsibility for a child ends and mine begins.

* 61. It's obvious that many parents here have not done much about teaching their children good manners (reversed).

* 65. It may be nice to have parents visit the class once in a while, but it interferes with my work just the same.

* 72. Most of the parents here show as much interest in their children's progress as anyone could want.

75. It is important for me to visit the home of every one of my pupils at least once a year.

* 77. If you get too friendly with parents, sooner or later they will ask you to do some special favor for their child (reversed).

* 79. It's a pretty good guess that the language most of my pupils hear at home is disgraceful (reversed).

* 85. I get to talk to every parent about what his child is doing in my class once or twice a year, whether the child is doing well or poorly.

Coefficient alpha for this scale was .67. The scale retained its consistency in the extension to the larger sample (alpha = .62), but was substantially less (alpha = .48) in the sample of 13 Alabama teachers.

Scale III exhibited significant relations to Scale IV, Traditional Orientation (r = .41), Scale VII, Academic Values (r = .31), and Scale V, Morale (r = .39).

This scale seems to offer an adequate measure of attitude toward parents, and an indicator for a large cluster of other generally positive attitudes about children and teaching.

Scale IV. Traditional Orientation

The Traditional Orientation scale consisted mainly of items tapping teachers' authority orientation and concern for social development. The a priori items comprising this scale were:

* 7-7	Lists "good citizenship" as a goal.
* 7-14	Lists "discipline," or "self-control" as a goal.
* 8	Prefers to work with girls.
25-5	Lists "more interaction with teachers" as help she would like.
*25-6	Lists "more interaction with parents" as help she would like.
*29-1	Lists "obedience" as a desirable student trait.
29-7	Lists "responsibility" as a desirable student trait.
*30-1	Lists "impulsive" as undesirable pupil behavior.
31	Admits to having punished a child in her class by striking or spanking.
*33-8	Mentions more time spent on classroom routine, including saying pledge, announcement, rest, lavatory, snacks, lunch, and getting ready to go outside.

Agreeing with:

54	A child who doesn't show respect for his teacher won't learn much from her.
58	Children ought not to "tattle" to the teacher when a classmate does something wrong (disagree).
63	When children get into a quarrel, the best thing is for me to settle it as soon as possible.
70	Having children do small errands and chores for the teacher is a useful part of their learning experience.
*71	A child shouldn't tell a teacher that she is wrong even if she is.
*76	Children will never learn to enjoy painting or drawing if they are allowed to do it in any way they please.

*78 A classroom is a better place for all concerned if children get into the habit of asking for permission to do things.

*80 Children make so many mistakes when they work by themselves that it is better not to let them try.

*82 Maybe I shouldn't say so out loud, but sometimes I admire the child who shows some spirit by disobeying his teacher (disagree).

83 No matter what is going on, I will interrupt it if necessary to deal with an ethical or moral problem of behavior.

*84 I plan what I am going to do before the start of each day.

*86 I would immediately reprimand any child who used foul language in my classroom.

The alpha reliability coefficient for this scale was .68 in the sample of the 45 Year 2 teachers, but dropped to .51 in the sample of 238 K-3 cross-sectional teachers and .52 with the Alabama teachers.

This scale exhibited significant negative correlation with Scale III, Favorable Attitude Toward Parents ($r = -.41$), and nearly significant negative correlation with Scale VII, Academic Values ($r = -.29$). It should be emphasized, however, that a relatively traditional or conventional attitude in this group of preschool teachers may still represent a child-centered attitude when compared to elementary or secondary teachers. The extent to which a tendency to take extreme positions influences "Likert-type" items remains an open question in attitude research, and in a case in which most respondents are on the same end of the spectrum, a relatively low score on an item cannot be distinguished from a set toward moderation. In the Traditional Orientation scale, only half the items were subject to this threat to validity, extreme position response bias, since the others were all in free-response format. One Traditional Orientation item, 84, is a particularly glaring example of extreme position bias. In responding to this item, "I plan what I am going to do," 31 teachers responded "always,"

and the remainder (12) responded "most of the time," meaning that the teacher low on this item was hardly against planning. Thus the names of the scales correctly indicate direction of attitude, but not degree, and studying the covariance of these response tendencies does not justify such conclusions as "Experienced teachers dislike their supervisors."

Scale V. Morale

This scale was developed from the following a priori set of items:

*	9	Plans to teach beyond the end of the current year
*	21	Only job open - entering influence (reversed)
*	22	Only job open - continuing influence (reversed)
	26	Most teachers teach as they were taught.
	28	Have accomplished most goals.
*	50	The job I'm doing is one of the most important there is.
*	60	I really enjoy teaching here.
	66	Children and parents aside, my relationships with the people I work with on this job are pretty enjoyable.
*	73	The educational program that is in use here is just about what I would like it to be.
*	81	I wouldn't mind leaving this job if something better came along (reversed).

Items 26 and 28 correlated negatively, but not significantly, with the proposed scale, the latter correlation suggesting that morale was not merely a social desirability measure. Item 66 was independent of the others, perhaps because 38 of the 45 teachers agreed or strongly agreed, leaving little variance. With the deletion of these items, alpha rose to .60, indicating acceptable reliability in the Year 2 sample, and was even higher (r = .71) in the Alabama sample. The reliability dropped to .34, however, in the cross-sectional analysis.

In the preschool sample, Scale V showed a significant positive relation to Scale III, Attitude Toward Parents, and Scale VII, Academic Values. Its

relationship to Scale IV, Traditional Orientation, was negative, but not significantly so. The relationship with Attitude Toward Supervisor was positive, but not strongly so. Thus, several scales indicating positive attitudes were inter-related sufficiently to suggest that an element of acquiescence ran through them all, although perhaps not to the extent some other instruments, such as the MTAI, are "loaded with acquiescence set," (Gage, Leavitt, & Stone, 1957; Peabody, 1966).

This scale showed the smallest between-site variation, a fact that is of some interest in view of the extreme site variation in attitude toward supervisor. Either attitude toward supervisor is independent of morale, or other favorable conditions in Portland served to raise morale in that site. Before drawing causal inferences about the depressing effect of experience with the disadvantaged on morale, it would be well to note that only two teachers listed more than five years experience, and these two happened to have low morale.

While this scale may have some social desirability components, the face validity of the items suggests that it should be a more reliable measure of morale than it appears to be in the cross-sectional sample. The reformatting of the career influence items, as suggested in a previous section of this report, would probably increase the reliability of this scale somewhat.

Scale VI. Service Motive

This scale began as an *a priori* scale consisting of the following four items:

11-1	Listing "Patience" as a desirable teacher trait.
15	Checking "Service" as a strong influence on entering the job.

16 Checking "Service" as a strong influence on continuing.

27 Agreeing that this Longitudinal Study can probably find out something worthwhile about children.

Reliability was satisfactory for the scale to be utilized for descriptive purposes in the Year 2 and Year 3 small samples (r = .63 and .52, respectively). In the cross-sectional analysis, however, coefficient alpha was only .25, indicating that this scale was less generalizable to teachers of older children than those discussed previously. Scale VI showed significant correlation only with Scale VII, Academic Values (r = .31). While this scale appears by inspection of the items to have a social desirability component, its pattern of correlations with individual items gives little support to this opinion.

Scale VI appears, however, to be of limited usefulness outside of the present small sample. Further scale development, using the cross-sectional sample, will be undertaken, and the possibility of combining this scale with Scale VIII will be examined.

Scale VII. Academic Values

The Academic Values scale was developed from the following items:

* 7-1 Academic skills as a classroom goal
* 7-3 Expressive skills as a classroom goal
* 7-10 Love of learning as a classroom goal
7-11 Curiosity or creativity as a classroom goal
11-6 Well trained as a desirable teacher trait
*11-8 Open-minded as a desirable teacher trait
*19 Intellectual aspects as an entering influence
*20 Intellectual aspects as a continuing influence
25-1 Listing "smaller class" as a need
29-4 Interest in learning as a desirable child trait
*30-4 Apathy as an undesirable child trait

51 I am at least as concerned with how hard a child is trying as I am with how much he is accomplishing (disagree).

59 It's worth interrupting whatever I am doing to get the attention of even one child (disagree).

*68 The importance of getting a child to "understand" has been exaggerated; all you can really know is whether he is doing his work correctly (disagree).

69 I am at least as concerned with having children learn to get along with each other as I am with having them learn letters and numbers (disagree).

The final Academic scale consisted of the starred items, resulting in a moderate alpha of .50 in the Year 2 sample, which dropped to .35 among the Alabama teachers and to .21 among the cross-sectional sample. While representing a moderately reliable composite for description of the pre-school sample, and for examination of relations to other indicators, this scale apparently is not appropriate for generalization to other groups.

In the sample of Year 2 teachers, Scale VII related significantly to Scales VI, Service Motive (r = .31) and III, Favorable Attitude Toward Parents (r = .31). The correlation of Scale VII with Scale IV, Traditional Orientation, and Scale VIII, Concern for Social-Emotional Development, were negative (r = -.29 and -.25, respectively), approaching significance in the direction that would be expected of a valid, but not satisfactorily reliable, measure of academic orientation.

While not significant, the site confounding was such that Portland teachers were generally higher on Scale VII than Trenton and St. Louis teachers. Significant correlations with "career influences" items may suggest that the relation of this scale to VI, Service Motive, may be due to shared method variance.

A large number of correlations between this scale and positive

statements about children and parents may indicate some social desirability elements in the items, but it seems likely that teachers high on this scale really were less authoritarian and more positive in their attitudes. Future analyses of these data will explore the utility of reducing the dimensionality of this set of scales, and it is possible that the present scale will contribute strongly to a more reliable first factor of favorable attitudes. We will then be able to study the relationship of these attitudes to teacher behavior, program characteristics, and child attitudes and behavior with some confidence that we understand the instruments.

Scale VIII. Concern for Social-Emotional Development

The Social-Emotional scale consisted of the following items:

25-3	More professional staff as a need (perhaps reflecting a desire for psychological and social work support)
29-2	Happy outlook as desirable in students
29-6	Openness as desirable in students
30-3	Not getting along with others as an undesirable trait
30-6	Self-centered as an undesirable trait
32-3,5	Use of non-tangible rewards
32-2,4	Informing parents as a reward
88	Whenever possible, I try to have a little party in class.

The resulting alpha was .59 in the Year 2 sample of preschool teachers, but dropped to .08 in the cross-sectional sample and to -.14 in the sample of Lee County teachers. It is apparent from these large differences in alpha that concern for social-emotional development is not a unitary construct. Scale VIII also showed low correlations with other scales, its highest correlation in the preschool sample being with the "Interests" subscale (r = .17).

There was a slight but not significant tendency for St. Louis preschool teachers to be highest on this scale.

In applying these scales as independent variables for the prediction of classroom process and outcome variables in the next report of this series, attention will be paid to the possibility that the less-reliable scales, Service, Academic Values, and Concern for Social-Emotional Development, could be combined into two, or even one scale. In particular, the Interests subscale could be separated from Scale II and combined with Academic Values, and Scales VI and VIII could be combined. The final test of this possibility will be explanatory power in relating to what teachers do with children and how the children are affected.

Scale Score Differences by Site, Type of Program and Program Sponsorship

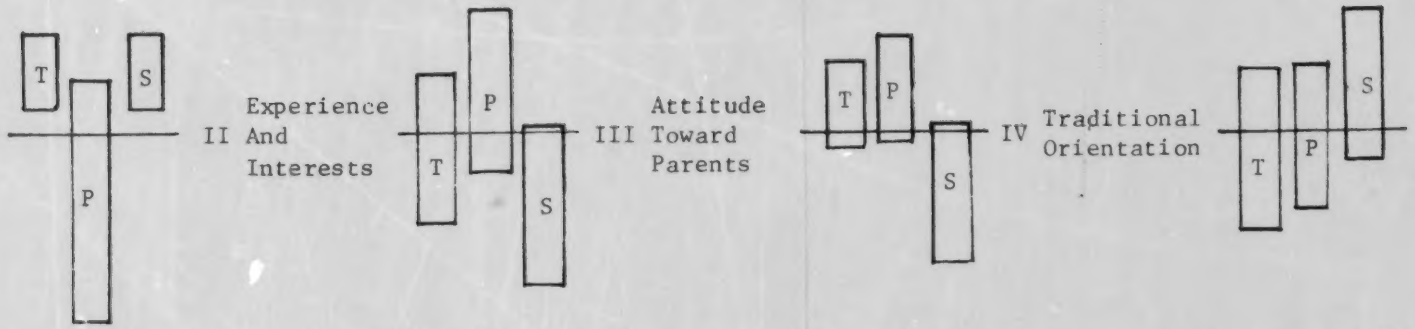
Mean scale scores for Year 2 preschool teachers at each of the three urban sites were computed, and are presented graphically in Figure 1, along with the values of t for certain post-hoc comparisons.

Figure 1 shows the significant site differences to be found in Attitude Toward Supervisor, with Portland being significantly more negative ($p < .001$), in Experience and Interests, with Portland higher ($p < .05$), Attitude Toward Parents, with St. Louis more negative ($p < .02$), and Academic Values, with Trenton being lower ($p < .05$). St. Louis was higher than Trenton on Traditional Orientation, but the difference was not significant at the .05 level.

In an attempt to determine whether the site differences in Portland on Attitude Toward Supervisor were explained by the greater experience of Portland teachers, teachers were divided into groups above and below age 30. No significant differences in scale scores for the two groups were found, other than Experience and Interests, which was related directly to age.

Figure 1

Mean Scale Scores By Site*

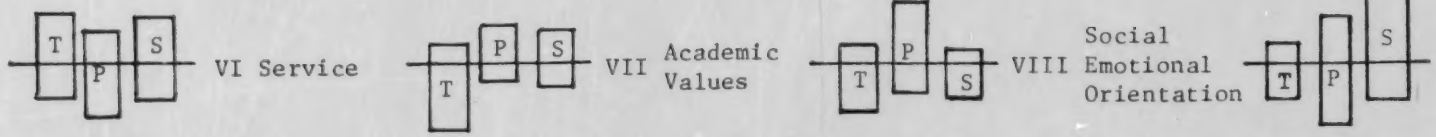


I: Mean 3.82 -3.56 3.62; St. Dev. 3.04 9.91 3.53; t(S vs. P) = 4.09 on 32 d.f.

II: -.86 2.39 -4.14; 6.11 7.14 7.42; t(P vs. S) = 2.26 on 32 d.f.

III: .90 1.27 -3.56; -2.31 4.52 5.69; t(T vs. S) = 2.67 on 20 d.f.

IV: -1.51 -.63 2.83; 6.24 5.95 6.35; t(S vs. P) = 1.98 on 32 d.f.



V: Mean .51 -.32 .16; St. Dev. 3.78 3.97 3.93

VI: -1.59 .48 .58; 4.09 1.92 2.34; t(P vs. T) = 2.33 on 32 d.f.

VII: -.77 .74 -.78; 3.35 4.40 2.79

VIII: -.65 -.41 1.51; 2.58 4.51 5.48

*Box plots contain median 50% of variation
T = Trenton, P = Portland, S = St. Louis

The only Head Start--non-Head Start difference that was significant was on Scale I, Attitude Toward Supervisor, with means of -.81 for Head Start and 3.26 for non-Head Start (t = 2.60; $p < .02$). The nine non-Head Start teachers were nearly significantly higher on Scale V, Morale, mean 2.13 vs. -.53, t = 1.95. On both scales, the largest contrast between Head Start and non-Head Start teachers was in Portland. Head Start teachers were lower in each site on Scale II, Experience and Interests, but this was not significant, again because all Portland teachers were higher on this scale.

The final comparison of scale scores was between programs sponsored by boards of education (all Trenton Head Start teachers and all but three Portland Head Start teachers, N = 24) and those sponsored by other groups (parochial, community action, and civic groups, N = 21). Significant differences were obtained for the following scales:

		Sponsorship				
	Scale	Bd. of Education		Other		t_{43}
		Mean	SD	Mean	SD	
IV	Traditional Orientation	-2.87	5.31	3.28	5.58	4.87 ($p < .001$)
I	Attitude Toward Supervisor	-2.46	9.90	2.81	4.51	2.54 ($p < .01$)
III	Attitude Toward Parents	1.24	4.30	-1.42	5.29	2.04 ($p < .05$)

Thus, in this sample, keeping in mind the confounding of sponsorship and site, teachers in Board of Education-sponsored programs are significantly less traditional in orientation, have a significantly lower opinion of their supervisor, but are more favorable toward parent involvement than are teachers in other preschools. The significance figures are only suggestive, however, since this test is not independent of the previously performed tests on site differences.

Chapter 5

Summary and Conclusions

Although there is little evidence on the effects of characteristics and attitudes of preschool teachers in their classrooms, research using older pupils has found that a teacher's age, education, previous training and experience, morale, teaching style and attitudes affect students' classroom behavior and academic achievement. In order to obtain information on teachers' demographic characteristics, education, experience and interests, and attitudes toward work and supervisors, the ETS-Head Start Longitudinal Study of Disadvantaged Children developed an extensive teacher questionnaire which was given in Year 2 to those urban Head Start and other preschool teachers whose class consisted of 50% or more Longitudinal Study children.

The Longitudinal Study urban preschool teachers were found to be quite similar in age, education, teaching experience, attitudes toward children, classroom practices and classroom emphases to those Head Start teachers described in the work of RTI and SDC. The median age of these urban preschool teachers in the present sample was just over 35 years, and the majority had the equivalent of 16 years of schooling. Most of the teachers had previous teaching experience, in either school or non-school settings, but no previous experience with low-income or disadvantaged children. Teachers listed a wide variety of classroom goals, the most frequently-mentioned being physical-motor development, academic skills, positive self-concept, and social development. The most commonly-listed form of help desired was that of more supervision or training in what to teach. Concern with pupils' social and emotional development overshadowed concern with intellectual development at this pre-kindergarten age, and most teachers did

not appear overly concerned with keeping strong classroom control. Work morale was reported to be quite high, and most teachers were positive about parent involvement and their supervisor's personal and intellectual qualities.

Site differences were found on a number of items, with the Portland teachers reporting more schooling, a wider range of teaching experience, and more confidence about the accomplishment of their classroom goals. They were also the most negative about their supervisor's administrative capability and personality. Given differences across sites in sample size, sponsoring agency and socioeconomic status, these differences are not readily interpretable at this time.

Eight scales were derived from the questionnaire items, deleting those that did not discriminate among teachers, or that seemed to load on several different conceptual dimensions simultaneously. The scales varied in their reliabilities and in their generalizability to a cross-sectional sample of K-3 teachers in the study's target school districts and to a small sample of Alabama kindergarten Head Start teachers studied the following year.

The final scales were:		alpha
I	Attitude Toward Supervisor	.92
II	Experience and Interests	.77
III	Attitude Toward Parents	.67
IV	Traditional Orientation	.68
V	Morale	.60
VI	Service Motivation	.63
VII	Academic Values	.50
VIII	Concern for Social-Emotional Development	.59

Among the responses of the 45 urban preschool teachers, Scales I and II were related inversely, teachers with more experience being more negative toward their supervisor. Scale II was also related inversely to Scale IV, the more experienced teachers being less conventional in attitudes. Both of these above relationships, however, are influenced by the fact that the site with the most experienced and well-trained teachers showed near-unanimity in negative feelings toward supervisors, and contained the least traditional teachers. In spite of this site confounding, the fact that experience did not go with "hardening" of attitudes in this sample lends some support for statements by Fuller (1969) and Lee (1973) that teachers need several years of experience before they are free to think about children and their needs rather than about classroom control. It should be emphasized, however, that the "traditional orientation" items included in the questionnaire probably only tapped a mild form of authoritarianism. The traditional attitudes that finally remained in the scale might better be described as "conventional."

The Morale scale was positively related to favorable Attitudes Toward Supervisor and Parents and stress on Academic Values and negatively related to Traditional Orientation.

Several site differences in scale scores emerged. As was the case with the individual items, Portland teachers were highest on the Experience and Interests scale, but were the least positive about their supervisors. The St. Louis teachers were the lowest on Experience and Interests and on Attitudes Toward Parents, but were the highest of the sites on Traditional Orientation. Trenton teachers were the lowest of the three sites on Service Motive. In general, Portland teachers and children were highest on SES indicators and St. Louis teachers and children lowest. There were also

systematic program and sponsorship differences confounded with the three sites. These considerable site differences, although not readily interpretable in this sample, would seem to indicate the wide diversity among Head Start and other preschool teachers in different areas of the country, as was pointed out recently by Zigler (Report on Preschool Education, 1972). These differences within and across sites obviously complicate any evaluation of Head Start program effects.

While application of the eight derived scales to a cross-sectional sample of early elementary teachers showed considerable stability for the first four scales, replications using other Head Start and preschool samples are recommended. A small step in this direction was done using a group of thirteen Lee County, Alabama, teachers in Year 3 of the study, resulting in high internal consistency for all scales except that of Social-Emotional values. It is thus suggested that a shortened version of the Teacher Questionnaire consisting primarily of those items that constituted the final scales, with certain item format changes as indicated in the body of this report, be considered for development in further research in preschool teachers' attitudes. Much further work needs to be done on the scales of Social-Emotional and Academic Values. Certain of the derived scales do, however, bear resemblance to seven of the eight factors obtained by Wehling and Charters (1969) among teachers of higher grade levels. The eighth factor of Wehling and Charters, Integrative Learning, which contrasts the belief that education is the amassing of a body of facts vs. the belief that the important goal of education is learning relationships and structures, was not directly represented by any of the items in the ETS questionnaire. This dimension is probably more relevant to teachers of upper-grade students

than it is to teachers of preschool children.

It should not be necessary to point out that it is only for convenience that the characteristics of teachers are considered as a separate report. This in no way implies that we consider a particular teacher to be isolated from the multiple and diverse environmental factors impinging upon her and her pupils. Included therein are the administrative policies controlling that class and the nature of the interaction between the teacher and other members of the administration. For example, the degree to which the teacher may encourage independence in her pupils reflects, in part, the autonomy she perceives in the management of her classroom, and the interaction between the teacher and the model or type of program she is implementing (Klein, 1973).

In a recent article, Shipman (1973) noted that education's task extends beyond providing the right "mix" of instruction to and construction by the child to a broad concern for the quality of child life and raised the following questions: How does the institutional nature of the school affect the community and vice versa, and what is the impact of these influences upon the child? What are the components of a "good" educational environment which foster creative abilities and emotional maturity as well as basic skills? What characteristics of teachers have a lasting impact? It is at this juncture that our knowledge is probably most hazy. Therefore, future uses of these questionnaire data within the framework of the Longitudinal Study will be to examine the relationship of the teacher's background characteristics and attitudes to observed classroom behaviors and interactions, as well as to measures of selected institutional variables, the child's cognitive, affective and social behaviors (as assessed by individually administered tests and classroom observations) and to parental and family background variables.

APPENDIX A

TEACHER QUESTIONNAIRE

TM003 486

Name: _____

I.D. #: _ _ _ _ _ _ _ Date: _ _/ _ _/ _ _

Position: _____

Name of School or Center: _____

Address of School or Center: _____

Grade Level: (Check one)

____ 1. Head Start
____ 2. Grade 1
____ 3. Grade 2
____ 4. Grade 3

TEACHER QUESTIONNAIRE

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Teacher Questionnaire

This questionnaire should be completed by all persons in the classroom who work with children. Please mark your response or write your answer in the space provided. Thank you for your help.

1. What is your sex? (check one)

_____ 1. male

_____ 2. female

2. Circle the number of years of schooling completed.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

3. How many years have you been teaching classes and children of this age?

_____

4. How long have you been teaching in the place where you are now?

_____ 1. Less than one year

_____ 2. One to three years

_____ 3. Four to six years

_____ 4. More than six years

5. Have you had any other teaching experience?

_____ 1. Yes — If so, what? _____

_____

At what school level? _____

At any other places? (e.g., Sunday School, Music School, camp) _____

_____

_____ 2. No

6. Have you had any other experiences working as a volunteer or paid employee with low-income or disadvantaged youngsters?

_____ 1. Yes — If so, what? How long? _____

_____

_____

_____

_____ 2. No

7. What are you attempting to accomplish with the children in your class?

8. If classes were to be separated according to sex of students, which would you prefer to teach--boys or girls? (check one)

_____ 1. Boys

_____ 2. Girls

9. Do you presently plan to teach beyond the end of the current year or end of the present program?

_____ 1. Yes

_____ 2. No

_____ 3. Don't know

10. What is your age? (at last birthday)

_____

11. In general, what do you see as the most desirable personality traits in a teacher or person working with children?

_____

_____

_____

_____

_____

_____

_____

_____

12. Have you had any special training for teaching disadvantaged/minority children? (Describe in enough detail so we can tell its length and general content.)

_____

_____

_____

_____

_____

Questions 13-24.

There are a variety of reasons why a person might enter and continue in a teaching career. For each of the numbered items below, indicate, using the ratings listed, (first) the extent to which each reason influenced you to enter teaching and (second) the extent to which that reason continues to influence you as a teacher.

(a) Extremely influential

(b) Very influential

(c) Somewhat influential

(d) Slightly influential

(e) Not influential

	a.	b.	c.	d.	e.
Salary Available					
13. Entering influence					
14. Continuing influence					
Service to Others					
15. Entering influence					
16. Continuing influence					
Hours and Vacation Schedule					
17. Entering influence					
18. Continuing influence					
Intellectual Aspects					
19. Entering influence					
20. Continuing influence					
Only Job Open to Me					
21. Entering influence					
22. Continuing influence					
Love of Children/Youngsters					
23. Entering influence					
24. Continuing influence					

25. Is there any specific help you would like that you do not now have available and that would help you to do a better job?

_____

_____

_____

_____

_____

26. Would you agree that, in general, most teachers teach most students in about the same way they were taught? (check one)

_____ 1. Yes

_____ 2. No

_____ 3. Don't know

27. Do you think that a study like this Longitudinal Study of young children (as you know it) can really find out anything worthwhile?

_____ 1. Yes, probably

_____ 2. No, not likely

_____ 3. Don't know

28. Earlier in this questionnaire (Question 6) we asked what you were attempting to accomplish with children in your class. Would you now indicate your feelings about how well you have been able to accomplish these goals?

_____

_____

_____

_____

_____

_____

_____

_____

_____

29. In general, what do you see as the most desirable personality traits in the children you work with?

30. In general, what do you see as the least desirable personality traits in these same children?

31. Have you ever punished a child in your class by striking or spanking him or her? (check one)

_____ 1. No

_____ 2. Yes

_____ 3. I decline to answer

32. If you are pleased with a child's behavior, what do you generally do?

33. Please describe in some detail what you would call a "typical" class day. Indicate the time of day, extent of time and the approximate content of the activities.

Time period	Activity, lesson, what happens, etc.
to	
to	
to	
to	
to	
to	
to	
to	
to	
to	
to	
to	

Questions 34-39.

Do you agree or disagree with the following statements about disadvantaged/ minority students you have known? (check one)

34. With proper instruction they can learn about as well as anyone.

_____ 1. agree _____ 2. disagree

35. No matter how good the instruction these pupils receive they will score lower than middle-class children.

_____ 1. agree _____ 2. disagree

36. These children do not want to learn.

_____ 1. agree _____ 2. disagree

37. They want to learn but do not have the right background for school work.

_____ 1. agree _____ 2. disagree

38. It has been scientifically proven that such students will never do as well as other students.

_____ 1. agree _____ 2. disagree

39. It has been scientifically proven that such students are capable of regular school work.

_____ 1. agree _____ 2. disagree

Questions 40-49.

We would appreciate getting rough estimates from you of the amount of time spent in several broad categories of classroom activity. Consider a large period of time such as a semester or a school year and then indicate the percent of time you think you spend in each activity. (The categories are not considered completely descriptive of classroom activity; do not worry about totaling to 100%. Avoid, however, going above 100%.)

40. Science instruction and reading of science materials _____%

41. Arithmetic instruction and practice _____%

42. Social Studies activities _____%

43. Language and reading instructional activities _____%

44. Physical education or related activities (but not free play) _____%

45. Free play or just tension reducing activities in class _____%

46. Rest, snack, or "heads down" activities _____%

47. Arts or crafts activities such as painting, drawing, modeling, etc. _____%

48. Music, rhythms instruction or practice _____%

49. Rules of behavior, manners, or explaining classroom procedures _____%

Questions 50-82.

We would like your opinions about various aspects of a teacher's work. Below are a number of statements that teachers have made about their work. By marking one of the boxes at the right, please tell us how you personally feel about each statement: whether you "strongly agree" (SA) with it, "agree" (A) with it, are "uncertain" (U) about it, "disagree" (D), or "strongly disagree" (SD). Of course, different teachers feel differently about these statements, so there are no "right" or "wrong" answers; we want to know your personal opinion in each case.

	SA	A	U	D	SD
50. The job I'm doing is one of the most important ones there is.					
51. I am at least as concerned with how hard a child is trying as I am with how much he is acomplishing.					
52. A teacher ought not inquire into the personal or family problems that a child may be having.					
53. Keeping the children entertained is an important part of teaching.					
54. A child who doesn't show respect for his teacher won't learn much from her.					
55. Good relations with parents may be important, but discussing their children's work with them is mostly a waste of time.					
56. Most of the children here come in dressed about as well as their parents can afford.					
57. I try the best I can to let parents know where their responsibility for a child ends and mine begins.					
58. Children ought not to "tattle" to the teacher when a classmate does something wrong.					
59. It's worth interrupting whatever I am doing to get the attention of even one child.					

	SA	A	U	D	SD
60. I really enjoy teaching here.					
61. It's obvious that many parents here haven't done much about teaching their children good manners.					
62. Telling children about my own personal experience helps teach them many things.					
63. When children get into a quarrel, the best thing is for me to settle it as soon as possible.					
64. It makes me feel good when a parent sends me a token of appreciation for my work.					
65. It may be nice to have parents visit the class once in a while, but it interferes with my work just the same.					
66. Children and parents aside, my relationships with the people I work with on this job are pretty enjoyable.					
67. Children who are nice to their teacher are usually trying to get some special attention.					
68. The importance of getting a child to "understand" has been exaggerated; all you can really know is whether he is doing his work correctly.					
69. I am at least as concerned with having children learn to get along with each other as I am with having them learn letters or numbers.					
70. Having children do small errands and chores for the teacher is a useful part of their learning experiences.					
71. A child shouldn't tell a teacher that she's wrong even if she is.					
72. Most of the parents here show as much interest in their children's progress as anyone could want.					
73. The educational program that is in use here is just about what I would like it to be.					
74. A teacher destroys her authority if she tries to be too friendly with her pupils.					

	SA	A	U	D	SD
75. It is important for me to visit the home of every one of my pupils at least once a year.					
76. Children will never learn to enjoy painting or drawing if they are just allowed to do it in any way they please.					
77. If you get too friendly with parents, sooner or later they will ask you to do some special favor for their child.					
78. A classroom is a better place for all concerned if children get into the habit of asking for permission to do things.					
79. It's a pretty good guess that the language most of my pupils hear at home is disgraceful.					
80. Children make so many mistakes when they work by themselves that it's better not to let them try.					
81. I wouldn't mind leaving this job if something better came along.					
82. Maybe I wouldn't say so out loud, but sometimes I admire the child who shows some spirit by disobeying his teacher.					

Questions 83-88.

By marking in one of the boxes at the right, please indicate whether each of the following statements describes your behavior always (a), usually or most of the time (M), occasionally (O), seldom or hardly ever (S), or whether you are uncertain (U) about the extent to which the statement describes your behavior.

	A	M	O	S	U
83. No matter what is going on, I will interrupt it if necessary to deal with an ethical or moral problem of behavior.					
84. I plan what I'm going to do before the start of each day.					
85. I get to talk to every parent about what his child is doing in my class once or twice a year, whether the child is doing well or poorly.					
86. I would immediately reprimand any child who used foul language in my classroom.					
87. When the children are playing a game, I try to join in.					
88. Whenever possible, I try to have a little "party" in class to celebrate the children's birthdays and similar events.					

Questions 89-106.

Next, we would like to learn something about the person to whom you are chiefly responsible in your work. In a grade school, this person is ordinarily called the "principal"; in Head Start centers, he (or she) is usually referred to as the Center Director. We recognize, however, that your supervisor may be located, instead, in a central office. Basically, it is the person you go to when you have complaints about the way things are going. Your supervisor is also the person who does most of all of the following things: hires teachers and sets their salaries, or at least makes recommendations on these matters; approves orders for materials you need; makes the general rules for the operation of your classroom; is responsible for educational policies, etc.

In order that we may be sure who the person is in your particular case, please write his or her name and title in the spaces below:

Name of your supervisor _____

Title of your supervisor _____

The following statements refer to this person. Please read each one carefully and tell us, by marking one of the boxes at the right, whether you think that the statement is a description of what your supervisor does always (A), usually or most of the time (M), occasionally (O), seldom or hardly ever (S), or that you are uncertain how often the statement describes his/her actual behavior (U). Naturally, different supervisors act in different ways; we want to know what sort of person your supervisor is.

Your Supervisor:

	A	M	O	S	U
89. is consistent in his/her policies.					
90. gets the facts he/she needs before making important decisions.					
91. puts off making important decisions too long.					
92. doesn't have his/her work very well organized.					
93. makes decisions that are based on educational considerations rather than on administrative convenience.					
94. insists that teachers show due respect for his/her position.					
95. puts you at ease when you talk to him/her.					
96. shows a real interest in your welfare.					
97. does his/her best to comply with your requests.					
98. can be counted on to take your side when an individual parent complains about something you have done.					
99. can be counted on to take your side when a community group complains about something you have done.					
100. calls you by your first name.					
101. expects you to follow his/her suggestions whether you like them or not.					
102. expects you to follow certain rules regarding your personal appearance.					
103. visits your classroom more than you would like him/her to.					
104. makes you feel you can express yourself freely about educational matters, even when you disagree with him/her.					
105. gives you a significant part to play in determining the policies that affect your work.					
106. generally has some pretty good suggestions to make.					

Finally, we would like to learn more about you yourself. Please read each of the following questions and put a check (✓) in the blank in front of the answer which is correct for you.

107. Have you ever lived for more than a year in a state other than the state where you are living now?

_____ 0. No

_____ 1. Yes

108. How far from your present home is the farthest point in the United States which you have ever visited?

_____ 1. Less than 500 miles.

_____ 2. 500-1,000 miles.

_____ 3. More than 1,000 miles.

109. Have you ever been to a foreign country?

_____ 0. No

_____ 1. Yes, once

_____ 2. Yes, more than once

110. About how often do you read newspaper or magazine articles concerning national or international politics?

_____ 1. Once in a great while if at all.

_____ 2. A couple of times a month

_____ 3. Once or twice a week

_____ 4. Practically every day

111. About how often would you say you discuss political or social issues with colleagues, friends, or relatives?

_____ 1. Once in a great while if at all

_____ 2. A couple of times a month

_____ 3. Once or twice a week

_____ 4. Practically every day

112. Which of these statements is closest to being your own opinion? Please check only one statement--the one that is closest to your own opinion.

_____ 1. All minority groups should get fully equal rights immediately.

_____ 2. All minority groups should get fully equal rights, but it's bound to take a long time.

_____ 3. Minority groups would probably make better progress if their organizations didn't make such extreme demands.

_____ 4. Members of minority groups would do better by getting good schooling and jobs for themselves than by working through organizations.

_____ 5. As far as I am concerned, entirely too much fuss has been made about the disadvantages of minority groups.

113. How many organizations do you belong to in the community where you live (for example, a church club, a sorority, local chapter of a civil-rights group, bowling club, community action group, etc.)?

_____ 0. None

_____ 1. One

_____ 2. Two

_____ 3. Three or more

Names _____

_____

_____

_____

_____

114. Do you belong to any professional education organizations?

_____ 0. No

_____ 1. Yes, one organization

_____ 2. Yes, two or more organizations

Names _____

_____

_____

_____

115. Have you attended any local or state meetings on educational matters in the past year?

_____ 0. No

_____ 1. Yes, one

_____ 2. Yes, two or more

What organization sponsored the meeting(s)?

_____

_____

116. How well informed would you say you are about the affairs of the community in which you are teaching?

_____ 1. Very well informed

_____ 2. Fairly well informed

_____ 3. Not well informed

117. About how often do you read newspaper or magazine articles concerning education?

_____ 1. Once in a great while if at all

_____ 2. A couple of times a month

_____ 3. Once or twice a week

Questions 118-147.

Most persons finish these questions in fifteen minutes or less. Please do not refer to any book or discuss these questions with anyone before answering them. Select and circle the letter before the word that best fits the meaning of the sentence.

118. In order not to ------ what he had to buy he repeated the list as he walked to the store.

(a) take (b) carry (c) forget (d) change (3) lose

119. The zoo's present success in keeping hummingbirds alive is due to the discovery of the proper ------, which contains milk, bone, and vitamin concentrate.

(f) care (g) environment (h) consumption (j) treatment (k) diet

120. After they had hidden the treasure they drew a map, and with great ceremony Peter tore it and gave Bobby half; they were almost authentic ------.

(a) playmates (b) pirates (c) explorers (d) youngsters (e) students

121. I have ------ upon no one and therefore am indebted to no one.

(f) relied (g) trod (h) waited (j) descended (k) looked

122. The "Eighth Wonder of the World" has been applied to so many minor scenic wonders that the phrase has become ------.

(a) specific (b) respected (c) meaningless (d) timely (e) exclusive

123. On returning from abroad he looked up his former acquaintances, particularly those he knew to be in ------, and whose aid he might need.

(f) residence (g) retirement (h) disfavor (j) power (k) retreat

124. The final attainment of the successful locomotive was the result of a long series of experiments by many contrivers; Stephenson in 1830 ------ rather than invented it.

(a) publicized (b) evolved (c) supervised (d) popularized (e) perfected

125. Although there were more than fifty printers in the shop, he was ------ because of his speed.

(f) distinguished (g) tired (h) mediocre (j) idle (k) careless

126. One could tell from his ------ brow that he had banished anger from his thoughts.

(a) wrinkled (b) blackened (c) reddened (d) furrowed (e) smoothed

127. Rather than be ------ we played the game although it didn't interest us.

(f) busy (g) bored (h) idle (j) contented (k) friendly

128. It would be difficult to name a field in which a knowledge of human nature and skill in motivating it would not be an important ------.

(a) ideal (b) asset (c) revelation (d) incentive (e) opportunity

129. Among the audience were four kings and seven princes, all attempting to ------ one another in the splendor of the retinues.

(f) regale (g) attract (h) follow (j) excel (k) interest

130. We seem to have an inbred notion that peoples who are below us in latitude are ------ also in virtue.

(a) inferior (b) primitive (c) narrow (d) southern (e) eccentric

131. It was an ------ rather than an ordinary everyday circumstance.

(f) illustration (g) outgrowth (h) accident (j) actuality (k) attitude

132. Always ------ of the powers of the central government, states'-rights men rejoiced at the whittling down of federal authority.

(a) students (b) suspicious (c) solicitous (d) admirers (e) respectful

133. The ------ man is always dependent upon popular favor.

(f) educated (g) successful (h) just (j) honest (k) elected

134. The Eastern factor owners, fearing that migration would make labor scarce and wages high, looked upon the abundance of land open to settlement as a ------ to themselves.

(a) reference (b) mandate (c) concession (d) disadvantage (e) necessity

135. In the South, it had become apparent that profit lay in raising only one staple crop, whereas in the North the crops were ------.

(f) cultivated (g) unified (h) poor (j) similar (k) diversified

136. If virtue were ------, policemen and jailers would disappear and lawyers would have little or nothing to do.

(a) admired (b) necessary (c) possible (d) protected (e) universal

137. Since he felt that the war was ------ he ascribed its cause to fate.

(f) unavoidable (g) unnecessary (h) coming (j) evil (k) justified

138. Despite the many bribes they offered him, they did not once succeed in ------ his integrity.

(a) discovering (b) revealing (c) corrupting (d) enhancing (e) discouraging

139. A fortunate minority of people work at tasks which are in themselves ------ and are not performed chiefly for the return which they bring.

(f) useless (g) necessary (h) duties (j) pleasurable (k) contributions

140. Some beliefs are obviously false even though there is little evidence to ------ them.

(a) disprove (b) substantiate (c) clarify (d) understand (e) verify

141. An estimate of the incidence of measles in a community is ------, not because of poor statistical techniques but because the disease is not well reported.

(f) variable (g) unreliable (h) disturbing (j) made (k) essential

142. The local or state health department has the responsibility in each community of determining when the need is sufficiently great to ------ dipping into the relatively small reservoir.

(a) justify (b) prevent (c) anticipate (d) continue (e) chance

143. Because of its volume and carrying power, the clavier was the solo instrument most capable of maintaining its ------ when supported by an accompanying body of strings.

(f) tempo (g) individuality (h) position (j) stability (k) comparibility

144. The frontier settlements, cutting across colonial boundary lines as they did, tended to break down local peculiarities and to lay the foundations of a truly ------ point of view.

(a) pioneer (b) agricultural (c) general (d) national (e) political

145. There are rumors and highly ------ suppositions that the Phoencians may have sailed as far north as the Baltic, though of course there are no written records or definite traces of any such visits.

(f) contridictory (g) plausible (h) improbable (j) legendary (k) deceptive

146. A writer who has worked years for a magazine which nowadays can pay its authors no more than it did a decade ago, because it has to pay its typographers and shipping men so much more, is not likely to be ------ about the lot of the man of letters today.

(a) complacent (b) biased (c) uneasy (d) concerned (e) consulted

147. Culture originally meant not the ------ of cultivation but the process of cultivation, not the crop but the raising of the crop.

(f) type (g) act (h) means (j) method (k) product

THANK YOU VERY MUCH!

On the following lines please add any comments or concerns that you may have that you feel might help us to do a better study. Thank you again for completing this questionnaire.

APPENDIX B

RESPONSES TO THE TEACHER QUESTIONNAIRE ITEMS BY

THE YEAR 2 URBAN PRESCHOOL TEACHERS (N = 45)

I. Item Responses of Head Start and Non-Head Start Teachers

Sex of Teachers (Item 1)

All teachers in the present sample were female. This concurs with the 1967-69 national Head Start evaluation samples studied by the Research Triangle Institute (Dunteman, 1972) and the Systems Development Corporation (Coulson, 1972), both of which had samples consisting almost solely of women teachers. The predominance of women teachers in early education has also been widely documented (Brophy & Good, 1973; Lee, 1973).

Number of Years of Schooling (Item 2)

Among the 36 Head Start teachers, the range of number of years of schooling was from 8 to 20 years, with the mode (16) at 16 years and the mean at 15.4 years. Seventy-five per cent of these Head Start teachers (27) had the equivalent of four or more years of college; this compares favorably with the earlier data reported by Research Triangle Institute and Systems Development Corporation. Within the three sites, Trenton (ranging from 15 to 20 years of schooling with mode at 16 years) and Portland (with a range of 16 to 19 years and mode at 16 years) teachers had more schooling; St. Louis, with a range of 8 to 18 years, exhibited a much wider spread and had a mode of 12 years of schooling. The nine non-Head Start teachers were a more homogeneous group, ranging from 13 to 17 years of schooling, with the mode (4) at 15 years and the mean at 14.9 years.

Number of Years Teaching (Item 3)

Total teaching experience ranged from one to 16-20 years for the Head Start teachers. Twenty-six of the 30 responding teachers (including the entire Trenton and St. Louis sample) had between one and five years of experience. In Portland, three teachers had between 11 and 15 years experience,

and one was between 16 and 20 years.

Four of the eight non-Head Start teachers responding had between one and five years of teaching experience, three reported between six and ten years, and one had taught between 11 to 15 years.

Teaching Experience (Items 4-6)

Given the newness of the program, the majority of teachers had not been long in their present positions. Sixteen Head Start teachers reported less than a year in their present positions, and fourteen teachers reported one to three years. The remaining six teachers (four from Portland and two from St. Louis) reported four to six years. At the time the Teacher Questionnaire was administered (summer, 1970), Head Start had been in operation for five years. Among the non-Head Start preschool teachers, only one had been less than a year in her present position, and four had taught 1-3 years there. Two had taught 4-6 years, and two had taught more than 6 years in their current preschool position.

Two-thirds of the Head Start teachers (24) had other school teaching experience, including two who had been teachers in classes or schools for the handicapped. One-third of the teachers (12) had no other teaching experience. Of the Head Start teachers having one or more previous teaching positions, four had taught in a preschool, four in kindergarten, eleven in grades 1-3, seven in grades 4-6, and four in junior high or high school. The fifteen Head Start teachers who had taught in one or more nonschool settings had been in a variety of educational situations; 13 had Sunday School teaching experience, one had taught in a residential treatment center, one had been in a teacher trainer position, three had taught music, art or dancing, and five had been involved in non-academic activities such as

camp or YWCA classes. Of the non-Head Start teachers, two had no other regular school teaching experience, six did, and one teacher did not respond to the question. Two of these teachers reported preschool experience, one kindergarten, two grades 1-3, three grades 4-6, and two junior high or high school. Six had taught in one or more nonschool settings, of which one had been a teacher trainer, three had been Sunday School teachers, and five had experience with non-academic activities such as camp and "Y" classes.

More of the Head Start teachers in the present sample had some previous experience with low-income or disadvantaged children than had the teachers in the Systems Development study, but much less than those in the Research Triangle sample. Thirty-nine per cent (14) of the present Head Start teachers reported previous experience working either as a volunteer or paid employee with low-income or disadvantaged children, 15 reported no previous experience with these children, and seven teachers gave indeterminate responses or no response to this question. One teacher reported previous preschool experience, five reported private or public school teaching, one had taught Sunday School, five had been involved in group activities such as Girl Scouts or art classes, three reported 1-to-1 adult-child activities such as babysitting or tutoring, and two had been Head Start volunteers. The duration of these experiences ranged from 1-5 months to 10 years or more, with the mode (four teachers) reporting two to four years involvement in these activities. Five non-Head Start teachers reported previous teaching of the disadvantaged, three at the preschool level, one in public school, and one as a Head Start volunteer. Duration of these experiences ranged from 1-5 months to 2-4 years.

Goals (Item 7)

Thirty-three of the 36 Head Start teachers gave one or more responses to the question, "What are you trying to accomplish with the children in your class?" In answer to this open-ended question, the most frequently mentioned goals were development of physical-motor skills (N=27), academic skills (N=26) and positive self-concept and self-esteem (N=25). Eighteen teachers listed their pupils' social development as an important goal, 13 reported the fostering of curiosity, and 12 stated they were interested in developing love of school. Nine emphasized the importance of discipline and self-control; eight, expressive skills, and seven, personal qualities. Other important qualities mentioned by six or fewer teachers were emotional development, self-care, good teacher-pupil relationship, good citizenship, and working up to ability. Among the non-Head Start teachers, of whom seven specified goals of importance to them, social development was the most frequently mentioned category (N=6), self-concept and self-esteem were next (N=5), and the development of academic skills was mentioned by four teachers. Three teachers mentioned the fostering of curiosity, and two each listed physical-motor skills, teacher-pupil relationship, emotional development, and personal qualities.

Thus, in general the teachers of this study appear to have a broad view of the child's development in Head Start or other preschool settings. They verbally stressed the importance of multiple classroom goals, ranging from academic and physical development to self-concept and social development. This is a much larger and more diverse set of goals than those reported by the two groups of teachers in an earlier Head Start study (Hess, 1966).

Preference for Teaching Boys or Girls (Item 8)

Of the 34 Head Start teachers who answered the question, 17 stated a

preference for teaching boys, 11 for girls, and six reported no particular preference. The non-Head Start preschool teachers were somewhat more evenly divided in their preferences, five preferring girls and four boys. This may reflect the increasing sensitization of teachers to the greater frequency of reported difficulties boys experience in school.

Continue Teaching (Item 9)

When asked if they presently planned to teach beyond the end of the current year or present program, 30 Head Start teachers said "yes" and one "no," with five responding "don't know." All nine non-Head Start teachers answered that they would continue teaching beyond the current year.

Age (Item 10)

Most Head Start teachers in the sample were under 40. Fifteen of the 32 Head Start teachers responding (46.9%) were between 21-30 years of age, eight (25.0%) were between 31-40, eight were between 41-50, and one was between 51-60. The median age was 32.2 years. These ages and percentages are roughly comparable to those found by the Research Triangle and Systems Development studies. The non-Head Start teachers were a somewhat older group, with a median age of 37.5 years. Only one of these teachers was between 21 and 30 years of age, four were between 31 and 40 years and three were between 41 and 50.

Desirable Teacher Traits (Item 11)

Thirty-three of the 36 Head Start teachers responded to the question asking for a listing of desirable personality traits in a teacher. Having a love of children and a real interest and concern for each child were each listed by 18 teachers, patience and perseverence by 17, compassion and respect for others by 14, friendliness and enthusiasm by 11, and open-mindedness and flexibility by eight. Answers listed by six or fewer teachers were having empathy, being well-trained and knowledgeable, self-confident, firm and a

disciplinarian. Seven of the nine non-Head Start teachers listed one or more desirable teacher traits. Of these teachers, five each listed love of children and compassion and respect for others as important, four listed patience and perseverence, and two each listed friendliness, empathy, and being well trained and knowledgeable in one's subject matter. One listed an unprejudiced and fair attitude to all students, and one included the setting of a good example for pupils as being of special importance.

Special Training (Item 12)

Almost half (47%) of the Head Start teachers (17 out of the 28 who responded to this item) had no special training for teaching disadvantaged or minority group children. Three reported having had only some mention of the disadvantaged in general course work, two had taken one or more courses specifically relating to minority or urban education, one had received special emphasis on urban education in college, three had some in-service training, and two had in-service training plus some coursework. Six teachers gave indeterminate answers to this question, and two did not respond at all. Thus, only eight of the Head Start teachers (22.2%) had actual coursework in urban education or in-service training dealing with the type of children they were now teaching. This finding is in accordance with that of the Research Triangle and the Systems Development studies, and serves to further point out an apparent need of Head Start teachers for special training and experience with the disadvantaged prior to their actual teaching. The group of non-Head Start preschool teachers in the present sample also had very little previous training and experience with low-income and minority-group children. Of the non-Head Start teachers, four (44%) had no special training for teaching the disadvantaged, one had received some mention of the disadvantaged in

general coursework, two had received some in-service training, and two did not respond to this question.

Entering and Continuing Career Influences (Items 13-24)

Teachers were asked to rate the extent to which they were influenced to enter and continue teaching by the following factors: salary, opportunity for service to others, hours and vacation schedule, intellectual aspects of the job, love of children, and its being the only job open to them. The mean ratings of those who responded to each item were calculated with a value of 5 assigned to "extremely" and 1 to "none." Profiles for the two groups of teachers were highly similar, as is indicated by the following numbers in the modal response categories and means. For Head Start teachers, salary was reported as "somewhat" influential for entering (13*/36, mean 2.47) and continuing (11/33, mean 2.67) in their jobs. Non-Head Start teachers agreed that salary was "somewhat" important in entering (3/7, mean 2.71) and continuing (4/7, mean 2.29). Love of Children was cited as "extremely" important in entering and continuing by both groups. Head Start teachers cited this factor equally as a reason for entering (22/36, mean 4.56) and continuing (21/36, mean 4.60), while other teachers listed it as equally important for entering (4/7, mean 4.57) and even more important for continuing (6/7, mean 4.86). Closely following Love of Children in importance was Service to Others. Both groups listed this factor most often as "extremely" important. Head Start teachers called Service to Others "extremely" important for entering (18/35, mean 4.31) and for continuing (18/35, mean 4.29), while other teachers were more varied in their assessment of this motive for entering (3/7, mean 3.86) but were similar to their Head Start counterparts in rating its importance for continuing (4/7, mean 2.43).

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* 13 of the 36 Head Start teachers checked "somewhat." The complete distribution for this item was Extremely/1, Very/5, Somewhat/13, Slightly/8, None/9; giving a mean (5 x 1 + 4 x 5 + 3 x 13 + 2 x 8 + 1 x 9)/36 = 2.47.

Intellectual interests were rated next in importance for both groups, the modal rating being "very" influential in each case. Head Start teachers rated this motive "very" important for starting (17/35, mean 3.74) and for staying (16/35, mean 3.80). Other teachers agreed that it was very influential for beginning (3/7, mean 3.57) and for continuing (5/7, mean 4.00). Head Start teachers reported that hours and vacation were "somewhat" important in influencing their decision to enter (10/34, mean 3.00) and "somewhat" important in keeping them in the job (11/34, mean 3.41). Other teachers cited this factor as "somewhat" to "slightly" important at the beginning (2/7 and 2/7, mean 2.57) and exhibiting wide variance (2 "extremely", 2 "somewhat", 2 "none", mean 3.14) in their response as a reason for continuing. Only Job Open was rarely cited as an important reason for entering or continuing in either group. For Head Start teachers, the modal amount of influence assigned was "none" (19/34, mean 1.94) for entering and for continuing (17/33, mean 2.06). Non-Head Start teachers were even more emphatic in assigning "none" to the influence of this consideration for starting (6/7, mean 1.43) and continuing with their present position (6/7, mean 1.29).

Help Desired (Item 25)

In answer to the question, "Is there any specific help you would like that you do not have available and that would help you to do a better job?", six Head Start teachers stated that they desired no other special help, 23 specified one or more changes or improvements they felt would be beneficial to them, and seven teachers either did not respond to the question or gave an indeterminate answer. Twelve teachers listed that they desired more supervision or training about what or how to teach; five teachers felt they

needed more physical equipment, supplies or space; four felt smaller classes would be helpful; three each desired more services or opportunities for children and more interaction with parents; two each felt that availability of more professional staff (e.g., reading or speech therapists) and more interaction with other teachers would be beneficial to them.

Five of the nine non-Head Start teachers specified help desired, while the remaining four did not respond to the question. Three teachers listed more physical equipment, supplies or space as most needed, two listed a smaller class, and one each listed the need for more professional staff and more supervision or training about what to teach.

Teach as Taught (Item 26)

The majority of teachers disagreed with the statement that most teachers teach most students in about the same way that they were taught. Twenty-three Head Start teachers replied "no" to this question, six checked "yes" and seven replied "don't know." Of the other preschool teachers, six replied "no," one answered "don't know," and two did not respond to the question.

Satisfaction with Accomplishment of Goals (Item 28)

Most teachers expressed satisfaction when asked if they felt they had accomplished their teaching goals. Fifteen Head Start teachers replied that they felt they had been highly successful, twelve rather successful, and three reported a general feeling of success. One teacher checked "neutral," one reported she had not had too much success in accomplishing goals, one stated there was no way of knowing yet, and three did not respond to this question. Of the non-Head Start teachers, two reported they had been highly successful, four checked "rather successful," one was neutral, and two did not respond to the question.

Desirable Student Traits (Item 29)

Thirty Head Start teachers listed one or more desirable student traits. Those traits most often specified were: an interest in learning (N=17), getting along with others (N=16), and a happy outlook (N=11). Six each mentioned self-confidence and openness and four each mentioned obedience, creativity and a sense of responsibility. The six of the nine non-Head Start teachers who replied to this question all selected getting along with others as of prime importance, and five selected interest in learning. Two each mentioned a happy outlook and self-confidence, and one each mentioned obedience, creativity and openness.

Undesirable Student Traits (Item 30)

Only 18 (50%) of the Head Start teachers specified undesirable student traits in response to this open-ended question. Of these, nine mentioned not getting along with others, seven listed apathy, six each mentioned impulsive behavior and negative outlook, three listed self-centeredness, and two shyness. Five of the nine non-Head Start teachers specified one or more undesirable traits, of which the most frequently listed were not getting along with others (3), negative outlook (2) and self-centeredness (2). Apathy and shyness were each mentioned by one teacher.

Striking Children (Item 31)

In answer to the question, "Have you ever punished a child in your class by striking or spanking him or her?," 20 Head Start teachers answered "No," eight said "Yes," and eight declined to answer the question. Three non-Head Start teachers answered "No" to this question, three checked "Yes," one declined to answer and two did not reply to the question.

The fact that nearly one-fourth of the Head Start teachers (22.2%) and one-third of the other preschool teachers admitted using physical punishment

with their pupils provides some contrast to that found in the SDC study (Coulson, 1972). Whether the present sample of teachers is more punitive than the SDC sample or merely more honest, cannot be determined from these data.

Methods of Rewarding Children in the Classroom (Item 32)

Of the 35 Head Start teachers who answered this question, 34 replied that they generally praised the child directly when they were pleased with his behavior. Eleven reported non-verbal indications such as a smile, a hug, or other gesture; five noted using a reward such as candy, prizes or inclusion on an honor roll. Four teachers used the technique of making others in the class aware of the child's good behavior, two gave special privileges, and one indicated good behavior on report cards. Among the six non-Head Start teachers who replied to this question, all reported praising the child directly; four also noted non-verbal praise, and one allotted special privileges.

Schedule for Typical Class Day (Item 33)

Thirty-four Head Start teachers delineated a class schedule for a typical class day, one replied that she had no set schedule, and one did not answer the question. Half-day classes were most frequent in these Head Start centers, with 22 teachers listing a 3-hour schedule, and six a 3 1/2-hour one. Two teachers had a four-hour class day, and two reported a nine-hour day; one each reported a 4 1/2-hour day and a more than nine-hour day. Of the non-Head Start teachers, three gave an 8-hour schedule, two a 9-hour schedule, two a 2 1/2-hour schedule, and one each a 4-hour and 7-hour day.

Daily Activities

Language was the area in which the teachers reported the most classroom emphasis, although gross motor activities and classroom routines were also

emphasized. Seven Head Start teachers reported using up to 20 minutes per typical class day for language development activities; 16 used 21-40 minutes, nine reported 41-60 minutes, and one reported 61-80 minutes. Four non-Head Start teachers spent up to 20 minutes on language development; two used 21-40; one each used 41-60, 81-100, and 101-120 minutes.

Number skills were allotted up to 9 minutes per day in the schedules of 15 Head Start teachers, 16 used 10-19 minutes and two allotted 20-29 minutes. Of the non-Head Start teachers, six reported using up to 9 minutes of class time for number skills and three reported 10-19 minutes.

Thirty Head Start teachers reported up to 9 minutes on science, two allotted 10-19 minutes, and one reported 30-39 minutes; the other three teachers gave no response. Of the non-Head Start teachers, eight spent up to 9 minutes and one reported 10-19 minutes.

Social studies and community visits occupied up to 9 minutes of the scheduled time for the Head Start teachers, and 10-19 minutes for three others, with one indeterminate response and two teachers not responding. All nine non-Head Start teachers reported using up to 9 minutes on social studies.

Art, music and drama were allotted up to 9 minutes in the typical day of five Head Start teachers, 10-19 minutes for 12, 20-29 minutes in seven classrooms, and 30-39 minutes in seven. The other preschool teachers apparently placed a somewhat greater emphasis on these activities, since their modal response (N=4) was in the category of 40-49 minutes per typical day, with two teachers allotting 30-39 minutes, one 20-29 minutes, and the remaining two offering 10-19 minutes of artistic activities.

Gross motor activities such as gym or outdoor play occupied up to 9

minutes in the schedules of three Head Start teachers, 10-19 minutes for six, 20-29 minutes in 12 teachers' classrooms, 30-39 minutes for nine teachers, and 40-49 and 50-59 minutes for one teacher each. Three non-Head Start teachers allotted gross motor activities 20-29 minutes in their typical classroom day, and two scheduled 40-49 minutes for these activities, with one teacher each checking the categories of 30-39, 70-79, 80-89 and 90-99 minutes.

A considerable amount of time was expended in classroom routines such as rest time, lunch, snacks, announcements and getting ready to go outside. The minumum amount of time spent on this type of activity by Head Start teachers was 40-49 minutes, the category checked by seven teachers. Six teachers reported spending 50-59 minutes on these miscellaneous classroom activities, four used 60-69 minutes per average class day, seven teachers spent 70-79 minutes, two used 80-89 minutes and seven allotted 90-99 minutes to routines. The distribution of time spent on classroom routines by the non-Head Start teachers was sharply bimodal, with two teachers reporting spending 10-19 minutes and seven reporting 90-99 minutes on these activities. This may reflect a difference in interpretation of the term "classroom routines" more than a difference in practice.

Per Cent of Time Spent on Certain Classroom Activities Over the Semester or School Year (Items 40-49)

Data from only 29 Head Start teachers were available for this group of items, since seven teachers either gave indeterminate replies or refused to answer the question. Five of the nine non-Head Start teachers delineated a usable schedule of classroom activities, with four questionnaires having to be deleted due to refusals or indeterminate data.

Of the 10 activites listed, language or reading instructional activities and free play were the only two in which a majority of teachers indicated

they spent more than 10% of the total class time over the semester or school year. Eleven Head Start teachers reported up to 10% time spent on language or reading, 16 reported 11-20% of their time, and two reported spending 21-30% of class time. Of the non-Head Start teachers two reported up to 10%, two reported 11-20% and one reported between 31 and 40% of the day's time on language and reading.

Free play occupied up to 10% of the time of 11 Head Start teachers, 11-20% for 17 and 21-30% for one. Among the other preschool teachers, three reported using up to 10%, one from 11-20% and one from 41-50% of their time in free play activities.

Activities in which most teachers reported spending 20% or less of their class time were science (with 26 Head Start and four other preschool teachers reporting up to 10% time and three Head Start and one other teacher reporting 11-20%), social studies (22 Head Start and four other teachers allotting up to 10% time, and seven Head Start and one non-Head Start teacher reporting 11-20%), arithmetic (16 Head Start and four non-Head Start teachers allotting up to 10%, 12 Head Start and one non-Head Start teacher reporting 11-20%, and one Head Start teacher reporting 21-30% time), physical education (25 Head Start and all 5 other teachers allotting 0-10% time, three Head Start teachers reporting 11-20% and one Head Start teacher between 21-30%), arts and crafts (17 Head Start and two non-Head Start teachers reporting up to 10% time, 11 Head Start and two non-Head Start teachers reporting 11-20% time and one each allotting 21-30% time), rest and snacks (26 Head Start and all 5 non-Head Start teachers reporting 11-20% and one allotting 21-30%), music and the explaining of class rules (each with 25 Head Start and four non-Head Start teachers allotting 0-10% time and four Head Start and one non-Head Start teacher allotting 11-20%).

Minority Attitudes (Items 34-39)

Included in the questionnaire were a group of six questions which attempted to assess the teachers' attitudes toward disadvantaged and minority-group students' ability and motivation for learning. The teachers, both Head Start and non-Head Start, agreed virtually unanimously that it has been proven that such students are capable of regular schoolwork and that with proper instruction they can learn well, and disagreed with the statement that these students will always score lower than middle-class children, that they do not want to learn, and that it has been proven that such students will never do as well as other students. The only question on which there was divided opinion was,"Disadvantaged children want to learn but do not have the right background for schoolwork." Twenty-four teachers (19 Head Start and five non-Head Start) agreed with this statement, and seventeen (15 from Head Start and two other preschool teachers) disagreed. Inspection of this item suggests that respondents may have been attending differentially to the main and subordinate clauses.

Equal Rights for Minority Groups (Item 112)

Half the Head Start teachers (N=18) checked the statement that all minority groups should get fully equal rights immediately, five felt that all minority groups should get fully equal rights, but it's bound to take a long time, and four agreed with the statement that minority groups would make better progress if their organizations didn't make such extreme demands. Only two Head Start teachers felt that too much fuss had been made about the disadvantages of minority groups, and one felt that minority group members would be better off by getting good schooling and jobs than by working through organizations.

The non-Head Start teachers as a group were somewhat more conservative in their opinions about rights for minority groups, since less than one-fourth (N=2) favored equal rights immediately, and four of the nine favored full rights but felt that it would take a long time to be accomplished. Two felt that good schooling and jobs were the easiest way to minority group rights, and one felt that extreme demands by minority group organizations were hurting the fight for minority group rights.

Outer State Residence and Travelling (Items 107-109)

Twenty-seven Head Start and six non-Head Start teachers had lived in another state for more than a year, whereas nine Head Start and three other preschool teachers had not. Teachers in the present sample were a fairly well-travelled group. The majority of teachers (26 Head Start and 8 non-Head Start) had travelled in America more than 1,000 miles from their present home, and about half the Head Start teachers (17) and a third (3) of the other preschool teachers had travelled in a foreign country one or more times.

Reading and Discussion of Political Articles and Issues (Items 110,111)

Twenty-nine Head Start and four other preschool teachers reported reading newspaper or magazine articles on political topics nearly every day, and five Head Start and three non-Head Start teachers reported reading such articles once or twice a week. Eighteen Head Start and six other preschool teachers reported discussing political issues nearly every day, and a majority of the remaining teachers (15 Head Start and two non-Head Start) reported discussing such issues once or twice a week.

Membership in Community Organizations (Item 113)

Thirteen of the Head Start teachers did not belong to any community organizations, five belonged to one, six each to two and three groups, and

two to four. The most frequently reported organizations were church-related, and were listed by 12 Head Start respondents. Six teachers each listed belonging to educational improvement and social action groups, and four to social or personal interest groups. Among the non-Head Start teachers, two belonged to one organization, five to two, and one each to four and to six organizations. As with the Head Start teachers, church activity groups were listed by the largest number of teachers (6), followed by social action groups (5), educational improvement groups (4), social and personal interest groups (3), and civic associations (1).

Membership in Professional Organization (Item 114)

Most teachers sampled belonged to no professional education associations (N=18 Head Start and 5 non-Head Start teachers). Of the remaining Head Start teachers, six belonged to one, five to two, and two to three. Of the non-Head Start teachers, five belonged to no professional organizations, two to two, and one each to three and to four.

Attendance at Local or State Education Meetings (Item 115)

Two-thirds of both the Head Start and non-Head Start teachers reported attending at least one educational meeting during the previous year, with the majority of these attending more than one meeting. Most of these meetings were sponsored by professional educational organizations, although some of the meetings attended by the non-Head Start teachers were sponsored by community action groups.

Knowledge of Community Affairs (Item 116)

The majority of both Head Start and non-Head Start teachers (22 Head Start and 7 non-Head Start teachers) felt they were fairly well-informed about the community in which they were teaching. Eleven Head Start and two non-Head Start teachers felt themselves to be very well-informed, and three Head Start teachers reported they did not fell well-informed. This item

however, is affected by the fact that many of the teachers, especially those from Head Start, may have lived in the neighborhood or community where they taught. Unfortunately, the questionnaire did not contain an item pertaining to this issue.

Reading of Education Articles (Item 117)

The majority of teachers (25 Head Start and six non-Head Start) reported reading education articles once or twice a week, and almost all the rest (ten Head Start and three non-Head Start teachers) reported reading them several times a month. Only one teacher (Head Start) reported reading education articles only once in a great while.

Language Facilities Score (Sum of Items 118-147)

Giving one point for each correct answer for each of the thirty Language Facilities items (items 118-147), a summed Language Facilities score was obtained for each teacher. The range of scores for the Head Start teachers was from eleven to thirty items correct, with the median at 24.5 items. The non-Head Start teachers' scores ranged from seventeen to twenty-six items correct, with the median at 23.0. Since the Teacher Questionnaire was completed at home, the possibility exists that some subjects may have received help in obtaining correct answers, thereby invalidating these data.

Teacher Attitudes Toward Work and Supervisor (Items 50-106)

Work morale appeared generally quite high for this sample. The great majority of teachers responding to these items either agreed or strongly agreed with the statement that their job was a very important one (97% of the Head Start and 86% of the other preschool teachers), that they enjoyed their present teaching position (94% of the Head Start teachers and

100% of the non-Head Start teachers), and that their relations with the people on the job were enjoyable (86% of Head Start and 100% of non-Head Start teachers). Slightly over half (53%) of the Head Start teachers and all of the other preschool teachers felt that the educational program at their school was what they liked it to be. Half the Head Start teachers and 85% of the non-Head Start teachers reported they would not want to leave their present teaching job.

Teachers tended to be more concerned with their pupils' affective and social development than with their intellectual development at the pre-kindergarten level. Both groups of teachers almost unanimously agreed that they were more concerned with how hard a child was trying than with what he was accomplishing, and over three-quarters of the teachers felt that children's learning to get along with others was as important as learning letters or numbers at this age. They generally felt (75% of Head Start and 86% of the other preschool teachers) that a teacher should inquire into a child's personal problems, that a teacher's authority is not destroyed if she's friendly to the children in her class (72% and 100%, respectively), and that sharing their own personal experiences with the children could be a teaching experience. The majority reported they always tried to have class parties to celebrate children's birthdays (89% and 86%, respectively).

The majority of teachers stated they felt that interacting with and informing parents was very important. They overwhelmingly felt that discussing the child's work with his parents was not a waste of time, the majority indicating that they talked to every parent about his or her child's work once or twice a year (97% of Head Start teachers and 57% of the other teachers). Almost all of the Head Start teachers (94%), but slightly less

than half of the other preschool teachers reported visiting the homes of all their pupils at least once a year. These data may reflect the greater emphasis placed in Head Start on parent involvement.

The majority of teachers (69% Head Start, 80% other teachers) who responded to the question answered that they always or very often interrupted ongoing activities to deal with moral or ethical problems when they arose. The Head Start teachers tended to be less concerned about the use of foul language in their classroom since slightly over half (55%) said they seldom or only occasionally reprimanded any child using foul language; 80% of the other preschool teachers who responded to the question said that they most often or always reprimanded foul language.

The group of questions dealing with teacher's need for authority and control in the classroom indicated that most of the teachers were not overly concerned with maintaining authoritarian teacher control. Most (94% and 78% of the Head Start and other preschool teachers, respectively) disagreed with the statement that children shouldn't work by themselves since they make too many mistakes that way. Most felt that children should be allowed to paint or draw in the way they wish (83% and 67%, respectively), and did not feel that the best way to settle children's quarrels was for the teacher to step in immediately (55% and 57%, respectively). The majority felt that having the child do small errands and chores for the teacher could be a good learning experience (94% of the Head Start teachers and 100% of the seven responding non-Head Start teachers). They felt that a child should be free to tell a teacher if she's wrong (92% and 86%, respectively, of teachers who respond to this question). Opinion was split on whether a teacher should interrupt the class to get one child's attention; with only

39% of the Head Start teachers but 85% of the responding non-Head Start teachers agreeing with this statement. Many agreed that a child not respecting the teacher won't learn much (44% of Head Start and 100% of the non-Head Start teachers responding to the question), although the majority of the Head Start teachers (64%) and a third of the non-Head Start teachers agreed that they sometimes admire a child who disobeys his teacher.

The teachers generally reported that getting a child to "understand" his work, and not just to do it in a rote manner, was very important (81% and 66%, respectively). All the Head Start teachers and seven of the nine other preschool teachers replied that they always or almost always planned what they were going to do before the start of each day.

In regard to the questions on teachers' attitudes towards parents' training and care of their children, slightly fewer than half of the teachers felt that the parents of their students had taught their children good manners (47% and 44%, respectively), but most agreed that their pupils were dressed about as well as their parents could afford (83% and 67%) and disagreed with the statement that the language their pupils heard at home was probably disgraceful (72% and 67% disagreeing, respectively). Most teachers (80% and 77%, respectively) disagreed with the statement that parents' classroom visits interfered with classwork.

Attitudes Toward Supervisor

The majority of the teachers in this study gave positive answers to the questions regarding their supervisor's competence, administrative ability and affectivity. They generally reported that their supervisor was always or most often consistent in policy (75% and 55%, respectively), got the facts before making supervisory decisions (78% and 67%), had good suggestions (72% and 67%), and made decisions based on educational considerations rather

than on administrative convenience (61% and 55%, respectively). A considerable number of the responding teachers (45% of the 33 responding Head Start and 75% of the four responding non-Head Start teachers) felt that their supervisor did not have his/her work well-organized, however, and there was some difference of opinion as to whether their supervisor put off making important decisions too long.

Most teachers replied that their supervisor put them at ease while talking to them (78% and 67%, respectively), showed an interest in their welfare (78% and 67%), tried to comply with teacher's requests (64% and 67%), and took the teacher's side in cases of parent complaints (61% and 55%). Teachers felt that they were given a significant part in determining policies affecting them (61% and 55%) and were allowed to express themselves freely about educational matters (75% and 67%). They generally did not feel that the supervisor visited their class too often (62% and 80%, respectively, of the teachers responding to this question). Most Head Start teachers (72%) did feel, however, that they were expected to follow certain rules for personal appearance, although only a third of the other preschool teachers answered "mostly" or "always" to this question.

APPENDIX C

RESPONSES OF LEE COUNTY, ALABAMA

HEAD START TEACHERS TO TEACHER QUESTIONNAIRE ITEMS

(YEAR 3)

Item Responses of Lee County
Head Start Teachers (N=13), Year 3

Sex of Teachers (Item 1)

Two of the thirteen Lee County Head Start teachers (15%) were male. This percentage of male teachers is considerably greater than that found in the three urban study sites in Year 2 and in the literature.

Number of Years of Schooling (Item 2)

The range of years of schooling was from 12 to 17 years, with the median at 14.3 years and the mode (3 teachers) at 13 years. This is somewhat less schooling than that of the SDC and RTI teachers, and also somewhat less than that of two of the three Year 2 sites. The St. Louis site, with a mode of 12 years of schooling, was most comparable to Alabama. In both sites, the Board of Education was not the sponsoring agency; differences in sponsors, therefore, apparently reflect different selection criteria for teachers.

Number of Years Teaching (Item 3)

Total teaching experience ranged from one to 11-15 years. As was the case with the Year 2 sample, the majority of the Alabama teachers (8) reported between one and five years of teaching experience.

Present Teaching (Items 4-6)

Two of the teachers had spent less than one year in their present position, five had spent between one and three years, and five between four and six years, with one teacher not responding to the question. At the time the Alabama teachers completed this questionnaire (spring, 1971) Head Start had been in operation six years.

Six of the Alabama teachers (46%) reported previous teaching experience in regular school settings. Three reported preschool experience, one had

taught in kindergarten and two in grades one to three. Of the five teachers reporting teaching experience in non-school settings, all reported teaching Sunday School.

Four of the teachers (31%) reported some previous experience with low-income or disadvantaged children. Of these four teachers, two reported previous preschool experience, one in a school setting, and one in a one-to-one activity such as tutoring. This percentage of teachers reporting previous experience with the disadvantaged is similar to that of the other three sites in Year 2 (39%). The duration of these experiences ranged from 1-5 months to 5-9 years, with the mode of two teachers at one year.

Goals (Item 7)

Ten Lee County teachers listed one or more classroom goals in answer to the open-ended question, "What are you trying to accomplish with the children in your class?" Like the Year 2 teachers, the Alabama teachers listed a variety of classroom goals, the most frequently-reported replies being social development (8 teachers), academic skills (7), and love of school (4). Also mentioned were physical-motor development (3) and discipline (3), with self-concept, emotional development, curiosity and personal qualities each being reported by two teachers. More Year 2 teachers than Alabama teachers listed physical-motor skills and positive self-concept as important classroom goals, while more Alabama teachers listed social development and love of school.

Preference for Teaching Boys or Girls (Item 8)

In contrast to the Year 2 urban teachers who in general reported a preference for teaching boys, only five Lee County teachers reported preferring teaching boys, seven preferred girls, and one gave no response. This

may reflect the differences in ranking of classroom goals as well as the fact that male teachers were included in the Lee County sample.

Continue Teaching (Item 9)

Eleven teachers reported that they presently planned to teach beyond the end of the current year, and two gave a "don't know" reply.

Age (Item 10)

Median age was 27 years. Eight teachers were between 21 and 30 years old, two between 31 and 40, and one each between 51-60 and 61-65. Thus, the Alabama teachers were a somewhat younger group than the Head Start teachers in any of the three urban sites.

Desirable Teacher Traits (Item 11)

Twelve teachers specified one or more desirable teacher traits. Compassion was listed by eight teachers, and patience, love of children and friendliness were each mentioned by six. Two teachers each listed empathy and being a good disciplinarian as important, and one each stressed being unprejudiced and open-minded.

Special Training (Item 12)

Three of the eleven teachers responding to this question had no special training for teaching disadvantaged or minority group children. Five reported in-service training, two had attended minority education classes, and one had both in-service training and education classes.

Entering and Continuing Career Influences (Items 13-24)

Love of children was listed more often as an extremely or very important entering (10/12, mean = 4.33) and continuing influence (10/12, mean = 4.50), with service emphasized next most often (entering: 8/12, mean = 4.0; continuing: 8/12, mean = 4.0). Intellectual factors were most often listed as

being very, but not extremely, important (with means of 3.42 and 3.27, respectively) as an entering and continuing influence.

Hours and vacation were most often felt to be only somewhat or slightly important (entering mean = 2.36, continuing mean = 2.18), and salary was listed as only slightly important (mean = 2.08 for both entering and continuing).

Help Desired (Item 25)

Ten teachers specified help desired. The most commonly-listed need was for supplies or physical equipment (6 teachers), followed by more supervision in what or how to teach (5). One teacher listed a smaller class as a real need.

Teach as Taught (Item 26)

As was the case with the Year 2 teachers, the majority of Alabama teachers (8) reported they would not teach as they had been taught. Four replied "yes" to this question, and one replied "don't know."

Accomplish Goals (Item 28)

Five teachers felt they had been "highly successful" in accomplishing their classroom goals, six felt "rather successful," one reported a general feeling of success and one checked "neutral."

Desirable Student Traits (Item 29)

All 13 teachers specified one or more desirable student traits. Getting along with others was listed by 11 teachers, interest in learning by nine, obedience and happy outlook by two each, and responsibility by one.

Undesirable Student Traits (Item 30)

Of the seven teachers specifying undesirable student traits, four listed impulsive behavior, three included "doesn't get along with others," two mentioned apathy, and one each listed shyness, self-centeredness and dependency.

Strike Children (Item 31)

Six teachers reported striking or spanking children, and seven reported that they did not. This was a much higher percentage of teachers reporting use of physical punishment than was found with the Year 2 urban preschool teachers.

Methods of Rewarding Children in the Classroom (Item 32)

All thirteen teachers listed one or more methods by which they reward children in their classroom. Eleven replied that they gave verbal praise directly to the child when they were pleased with his behavior. Six reported non-verbal indications such as a smile or hug, and five reported using a reward. Two allotted special privileges and one made others aware of the good behavior.

Schedule for a Typical Class Day (Item 33)

Twelve teachers delineated a class schedule for a typical class day. Of these teachers, nine reported a five-hour and three a five and one-half hour daily schedule. In contrast to the urban Head Start programs sampled in Year 2, the Lee County Head Start programs involved an extended day, including both breakfast and lunch as part of the services provided.

Daily Activities

As was the case with the urban teachers in the previous year, language development and classroom routines were the two activities on which most of the Alabama teachers spent most time. Five teachers spent 21-40 minutes on language development, five spent 41-60 minutes, and two spent 61-80 minutes.

Number skills were stressed to a much lesser extent by this group of teachers, since two teachers reported spending up to nine minutes on them,

and the remaining ten from 20-29 minutes. Science occupied up to 9 minutes in the schedule of four teachers and from 10-19 minutes for eight. Social studies was reported by all twelve teachers to occupy no more than nine minutes of their class time.

In the non-academic areas, art, music and drama occupied up to nine minutes for one teacher, between 10-19 minutes for six, 20-29 minutes for three, 30-39 minutes for one, and 50-59 minutes for one. Gross motor activities were allotted 10-19 minutes in the schedule of one teacher, 20-29 minutes for seven, 40-49 minutes for two, 50-59 for one and 60-69 for one. Eleven teachers reported spending 90-99 minutes on classroom routines and one spent 60-69 minutes.

Percentage of Time Spent on Classroom Activities Over the Semester (Items 40-49)

Language, arithmetic, and free play were the only activities where more than half the teachers reported spending more than 10% of their class time over the semester. Three teachers spent up to 10% time on reading and language, four spent between 11 and 20%, three between 21 and 30%, and one from 51-99%. Free play was allotted up to 10% time by five teachers, 11-20% by four, 21-30% by two, and 41-50% by one. Five teachers spent up to 10% time on arithmetic, and the other five teachers responding to this item spent between 11 and 20% time.

In the other academic areas, science was allocated up to 10% time in the schedules of seven teachers and 11-20% for three. Social studies took up to 10% of the time of eight teachers, 11-20% time for two and 21-30% for one. In non-academic areas, arts and crafts occupied less than 10% of the time in nine teacher's classrooms, and between 11 and 20% of the time for three others. Music activities took up to 10% time for eleven teachers and 11-20% for one, as did explaining class rules.

Minority Attitudes (Items 34-39)

As teachers in an essentially all-black program, the teachers disagreed unanimously with the statement that minority group children don't want to learn, and agreed that these students could learn as well as anyone. Most (10) disagreed with the statement that they will score lower than middle-class children; a small majority (8) agreed with the statement that they want to learn, but don't have the right background for school work.

Equal Rights for Minority Groups (Item 112)

Eight teachers felt full rights should be granted immediately, three felt that minority-group members shouldn't make extreme demands, and two felt that they should concentrate on getting good schooling and jobs.

Outer State Residence and Travelling (Items 107-109)

This sample of teachers varied in the extensiveness of their travel experience. Seven teachers had resided in another state for more than a year; six had not. Seven had travelled over 1,000 miles from their home, five between 500 and 1,000 miles, and one had never travelled more than 500 miles from her home in the U.S. Nine had never travelled in a foreign country, two had travelled once and two more than once.

Reading and Discussion of Political Articles (Items 110-111)

The Lee County Head Start teachers reported considerable involvement in reading and discussion of political articles. Eleven teachers reported reading political articles nearly every day, one once or twice a week, and one once in a great while. Ten reported discussing political issues practically every day, two once or twice a week, and one a few times a month.

Membership in Non-Professional Community Organizations (Item 113)

Four of the teachers belonged to no community organizations, two each belonged to one, two, three and four organizations, and one belonged to five. Those most frequently listed were social action groups (7), church-related groups (6), social or personal interest groups (3), civic associations (2) and educational improvement groups (1).

Knowledge of Community Affairs (Item 116)

Five teachers reported that they felt themselves very well informed about the community in which they worked, and eight felt fairly well-informed.

Reading of Educational Articles (Item 117)

Five teachers reported reading educational articles a few times a month, and eight reported reading them once or twice a week.

Language Facilities Score (Sum of Items 118-147)

The summed Language Facilities score (which consisted of one point for each of the thirty language items correct) ranged from 10 to 30, with the median at 24.0 items correct. This compares favorably with the Language Facilities score obtained by the Year 2 teachers, whose median score was 24.5 items correct.

Teacher Attitudes Toward Work and Supervisor (Items 50-106)

As had been the case with the Year 2 teachers, work morale within the Alabama sample was quite high. Most agreed or strongly agreed that their job was a very important one (85%), that they enjoyed their present teaching position (77%), and that their relationships with their co-workers were enjoyable (92%). Slightly more than half (54%) agreed or strongly agreed that they would not want to leave their present teaching job. Only about one-fourth of

the teachers (23%) agreed that the educational program in their school was what they would like it to be, however. This is a considerably smaller percentage than was found among the Year 2 teachers.

The Alabama teachers, like their Year 2 colleagues, stressed affective and social development of their kindergarten pupils, almost all agreeing that they were more concerned with how hard a child is trying than with how much he was accomplishing, and that a child's getting along with others at this age was more important than his learning letters or numbers. Most (96%) felt that having a child "understand" his work, rather than doing it in a rote manner, was important. Most agreed (85%) that a teacher should inquire into a child's personal or family problems, that a teacher's authority is not destroyed if she's friendly to her pupils (77%), and that sharing personal experiences with pupils was potentially a good learning technique. Most teachers (62%) tried to have class parties to celebrate special events.

The majority of the teachers expressed positive feelings toward interacting with and informing parents. Most felt that it was not a waste of time to discuss the child's work with his parents (77%), and slightly more than two-thirds (69%) indicated that they discussed the child's work with parents once or twice a year. All of the teachers reported that they visited all their pupils' homes every year.

Most teachers (69%) agreed that their pupils were about as well-dressed as their parents could afford, that the language pupils heard at home was probably not disgraceful (77%), that the parents had taught their children good manners (54%), and disagreed that parents' school visits interfered with classwork (69%).

Most Alabama teachers (85%) reported that they would interrupt ongoing activities to deal with moral or ethical problems when they arose. Slightly over half (54%) said that they most often or always reprimanded foul language. Like the Year 2 preschool teachers, the Alabama teachers did not express concern over keeping control in the classroom. The statement that children shouldn't work by themselves lest they make too many mistakes was disagreed with by 92% of the teachers. Most (92%) felt that a child should be free to tell a teacher if she's wrong, that having the child do small errands for the teacher could be a good learning experience (85%), and that children should be allowed to paint or draw in the way they wish (69%). Slightly over half the Alabama teachers (54%) agreed that they sometimes admire a child who disobeys his teacher. All teachers replied that they most often or always planned their classroom activities before they began each class day.

Like the Year 2 preschool teachers, the Alabama teachers expressed generally positive responses to questions about supervisor competence and administrative ability. They felt their supervisor was always or most often consistent in policy (92%), got facts before making decisions (69%), had good suggestions (85%), and made decisions on educational rather than on administrative considerations (62%). Slightly over half (54%) felt their supervisor didn't have work well-organized, and 77% felt their supervisor put off making important decisions too long, however.

Most of the questions on teacher-supervisor relationships were also answered positively. Most teachers responded that their supervisor put them at ease while talking to them (85%), showed an interest in their welfare (77%), tried to comply with teacher's requests (77%), and allowed the teachers to express themselves freely about educational matters (62%).

Slightly fewer than half the teachers (46%) felt they were given a significant part in determining policies affecting them, or that the supervisor would support them in cases of parent complaints (46%). Most teachers felt they were allowed to express themselves freely about educational matters (62%), and did not feel that the supervisor visited their class too often (100%).

Summary

Two teachers in this Lee County kindergarten sample were male. The median number of years of schooling of the group was 14.3 years. Approximately half the teachers listed previous teaching experience in school settings, and the majority had special training for teaching the disadvantaged.

Most frequently-listed classroom goals were social development, academic skills and love of school. Most desirable student traits were getting along with others and having an interest in learning, and most frequently-mentioned desirable teacher traits were compassion, patience, love of children and friendliness. Love of children, service opportunities and intellectual factors were the most important motives for entering and continuing teaching.

The Alabama teachers stressed pupils' affective and social development more than intellectual development at this age. Almost all the teachers reported that they praised a child directly when pleased with his behavior, and slightly fewer than half admitted they used physical punishment.

The schedule for a typical class day was reported to be between five and five and one-half hours in length. Language development and classroom routines were the activities on which most class time was spent.

Expressed teacher morale was quite high, supervisors were evaluated generally positively, and the importance of interacting with and informing parents was stressed.

Comparison with Urban Preschool Sample

The two samples of teachers gave similar replies to the majority of the questionnaire items. There was, however, a small number of items on which the samples differed.

There were no male teachers in the urban preschools, but two of the Lee County kindergarten teachers were male.

The Lee County teachers were a somewhat younger group (median age = 27 years) than were the preschool teachers (median age = 32.2 years), and had somewhat less schooling than the Trenton and Portland sites. More Alabama teachers had special training for teaching the disadvantaged than did the urban teachers, which might slightly compensate for their slightly lower amount of schooling.

Goals of the two groups were slightly different, as was type of help desired. More urban teachers stressed physical-motor skills and development of a positive self-concept as important classroom goals, whereas more Alabama teachers listed as goals social development and love of school. More training in what to teach was most frequently listed as a need for urban teachers, whereas the Alabama teachers most often stated they needed more equipment and supplies.

In general, the Alabama teachers had a longer daily class schedule, all reporting a five or five and one-half hour class day; most of the urban teachers listed only a three to three and one-half hour schedule, although a few urban non-Head Start teachers listed a seven to nine-hour schedule.

A slightly greater percentage of the Alabama teachers reported punishing children by striking or spanking them than did the urban teachers. Whether this represents greater honesty or greater punitiveness on the part of the

Alabama teachers cannot be determined from these data.

The Alabama teachers reported somewhat more time spent in number and arithmetic activities over the school year than did the urban teachers. This is most likely due to the fact that the Alabama children were a year older than the urban children in this sample, and in a kindergarten rather than a preschool program.

The only work attitude that differed considerably over the two groups was the response by more Alabama teachers that the educational program at their school was not what they would like it to be. Unfortunately, the exact nature of the Alabama teachers' dissatisfaction with their educational program cannot be determined from these data.

APPENDIX D

CODING CATEGORIES FOR FREE-RESPONSE ITEMS

While the exact wording of constrained-response items may be found in Appendix A under the appropriate item number, the following table lists the codes used in reducing open-ended questions to discrete categories.

Item 5A Teaching Experience

5A-1	1 = preschool (Head Start, nursery, day care).
5A-2	1 = kindergarten.
5A-3	1 = grades 1-3.
5A-4	1 = grades 4-6.
5A-5	1 = elementary, unspecified.
5A-6	1 = junior high or high school.
5A-7	1 = adult level, full time (e.g.,college teaching).
5B-other places	1 = yes; 9 = other (emotionally disturbed, handicapped).
5B-1	1 = specialized program within public, private school system. (e.g., Readiness Program, summer school).
5B-2	1 = tutoring.
5B-3	1 = adult education (literacy training).
5B-4	1 = adult education (specialized courses/lectures).
5B-5	1 = teacher training.
5B-6	1 = Sunday School, Bible School, religious classes.
5B-7	1 = non-academic group activity: camp, group leader, Y classes.
5B-8	1 = music, art, dancing lessons.

Item 6 Experience with disadvantaged

6-1	1 = preschool (Head Start, nursery, day care).
6-2	1 = public/private school teaching or program associated with school (e.g., Readiness Program, summer school); special class.
6-3	1 = Sunday School, church.
6-4	1 = group activities (camp, girl scouts, art class).
6-5	1 = one-to-one activity (babysitting, music class, tutoring).
6-6	1 = Head Start volunteer or Teacher aide.
6A-Duration	0 = refused; 1 = 0-5 mos; 2 = 6-11 mos; 3 = 1 yr; 4 = 2-4 yrs; 5 = 5-9 yrs or more; 6 = 10 yrs or more.

Item 7 Goals

7-1 1 = develop academic skills (reading, language, counting, learning colors, speaking ability); specific subject matter.

7-2 1 = attention to children working according to their own ability, up to own capacity, putting forth best effort.

7-3 1 = develop expressive skills: art, music, dance.

7-4 1 = develop physical-motor skills.

7-5 1 = social development: get along/live with others, work/play together, share, respect rights of others, courtesy, politeness.

7-6 1 = good teacher-pupil/adult-child relationship, have children confide in me, use adults as resources.

7-7 1 = good citizenship: be a useful member of society, respect law and order, be of service to community; awareness of community/national/world problems.

7-8 1 = develop self-concept/esteem, self-identity: confidence, build ego, so he feels he's important, respects himself, give him tasks on which he'll succeed.

7-9 1 = emotional development: happy, well-adjusted, learn to express feelings openly, handle hostility.

7-10 1 = instill love of/interest in school/learning.

7-11 1 = foster curiosity, questioning, creativity, initiative, decision-making, problem-solving.

7-12 1 = develop personal qualities: persistence, responsibility, independence, honesty, build character.

7-13 1 = self-care: health habits, sleep, diet, getting dressed.

7-14 1 = discipline: self-control, attention, sitting still, good behavior, follow rules.

Item 11 Desirable teacher traits

11-1 1 = patience, perseverance, calm.

11-2 1 = love of children, enjoys children, real interest/concern for each child, liking for people.

11-3 1 = friendly, cheerful, pleasant, smiling face, enthusiastic, sense of humor.

11-4 1 = compassion, respect for others, kind, understanding, unselfish, willing to go out of way for others.

11-5 1 = self-confidence.

11-6 1 = well-trained, understanding of child development, knowledgeable, intelligent.

Item 11 Desirable teacher traits (con't.)

11-7 1 = empathy, can put self in child's place, ability to relate to/communicate with children.

11-8 1 = open-minded, flexible, adaptable, willing to try new things, ability to see both sides of a question.

11-9 1 = unprejudiced, fair, tolerant.

11-10 1 = disciplinary: firm, can keep the children under control, sets rules.

11-11 1 = good example for the children, good moral principles.

Item 12 Special training

12-A 1 = no special training.

2 = some mention of the disadvantaged in general course work.

3 = one or more classes specifically relating to minority/urban education; special emphasis on urban education/education of disadvantaged in college, specialized graduate work; advanced degree in education of disadvantaged.

4 = in-service teacher training, workshops (including Head Start).

5 = in-service training or workshops and course work relating to disadvantaged or coursework specifically relating to minority/urban education.

Item 25 Help desired

25-1 1 = smaller class, more volunteers, a teacher's aide.

25-2 1 = more supervision/training/information about what or how to teach; more education for myself.

25-3 1 = more professional staff (physical ed. director, reading specialist, speech therapist, art or music teacher).

25-4 1 = physical needs: more space, more equipment or supplies (TV, projector, books, blackboard).

25-5 1 = more opportunity for interaction with other teachers.

25-6 1 = more opportunity for interaction with parents.

25-7 1 = services/opportunities for children: health care, summer program, field trip.

Item 28 Accomplish goals

28-A 6 = highly successful.

5 = have been rather successful, so far so good, I see improvement in most of the children.

Item 28 Accomplish goals (con't.)

28-A
4 = no statement as to success specifically made, but can infer a general feeling of success; negative feelings expressed but overall there is success.

3 = neutral, no overall judgment; varies with the child; some yes and some no.

2 = not as much as I'd like, don't see much improvement.

1 = no way of knowing, can't tell yet.

Item 29 Desirable student traits

29-1 1 = obedience (good classroom behavior): sitting still, waiting one's turn, following directions, listening, attentiveness, neatness.

29-2 1 = happy outlook: cheerful, pleasant, sense of humor, enthusiastic, energetic, full of life.

29-3 1 = get along with others: kind, considerate, share, respect for others, friendly, wants to please.

29-4 1 = interest in learning: eager for new experiences, curious.

29-5 1 = creativity: imaginative, adaptive, flexible.

29-6 1 = openness: frank, honest in relationships, straight-forward, uninhibited, informal.

29-7 1 = responsibility: dependable, reliable, independent.

29-8 1 = self-confidence: respect for self, satisfaction with self.

Item 30 Undesirable student traits

30-1 1 = impulsive behaviors (bad classroom behavior): inattentive, can't sit still, interrupts, not neat, careless with materials, doesn't finish work.

30-2 1 = negative outlook: sullen, sulky, moody.

30-3 1 = doesn't get along with others: fighting, name-calling, bad language, bossy, bullying, tattling, rude, disrespectful.

30-4 1 = apathy: not interested in school, no ambition, don't care.

30-5 1 = shyness: too quiet.

30-6 1 = self-centered: selfish, intolerant, jealous.

30-7 1 = dependent: can't do things for self.

Item 32 Pleased with child

32-1 1 = nothing special, usually don't pay much attention.

32-2 1 = indicate it on report card, let parents know.

Item 32 Pleased with child (con't.)

32-3 1 = verbal praise: commend him, tell him I'm pleased.

32-4 1 = make others in class aware of the good behavior.

32-5 1 = nonverbal: indicate by smiling, facial expression, hug, gesture.

32-6 1 = give reward: token, candy, prize, put on honor roll.

32-7 1 = give special privilege, allow to do special task.

Item 33 Schedule

33-1 Language development	Total time (reading, phonics, spelling, writing, stories, conversation, show & tell; also teaching of concepts such as shapes, color, letters at preschool level.
33-2 Number skills	Total time.
33-3 Science	Total time.
33-4 Social studies, community visits	Total time.
33-5 Art/music/drama	Total time.
33-6 Gross motor activity	Total time (including gym, outdoor play, "games," "play period").
33-7 Indeterminate work	Total time (including "work period," "independent work").
33-8 Classroom routine	Total time (including saying pledge, announcements, rest, lavatory, snacks, lunch, getting ready to go outside).
33-9 Indeterminate	Total time.

Item 113 Number of memberships in non-professional organizations

113-1 1 = social action/peace group: NAACP, Urban League, League of Women Voters, political party, community action, welfare rights, tenant committee, human relations council.

113-2 1 = civic association: American Legion, Elks.

113-3 1 = social, personal interest: women's club, bridge, bowling, sewing, a sorority, YWCA.

113-4 1 = educational improvement: Head Start parent or advisory committee, adult education.

113-5 1 = church-related groups: choir, ladies auxiliary.

Item 114 Membership in progessional organizations

114-A 1 = local, state, or national chapter of general education association (N.E.A., A.E.Y.C., nursery school education).

Item 114 Membership in professional organizations (con't.)

114-A (con't.) 2 = specialized assocation (Montessori Association; for specific subject matter or interest group)

3 = an honorary (i.e., with Greek letters).

4 = 1 + 2.
5 = 1 + 3.
6 = 2 + 3.
7 = 1 + 2 + 3.

Item 115 Educational meetings attended

115A-1 Sponsor of meetings	1 = professional education association (N.E.A., A.E.Y.C., etc.).
115A-2	1 = local school (including PTA), school board, school district.
115A-3	1 = a university.
115A-4	1 = local organization not predominantly educational (neighborhood center, community action group, family and children's services).
115A-5	1 = Head Start

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